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The purpose of this institute was to prepare written materials that would aid local school supervisors in the development of community awareness through clinical experiences. Fifteen participants were selected from cities located in 10 different states and the District of Columbia. Institute members participated in at least two activities, the purpose of which was to develop guides to follow in arranging similar experiences and to increase their own sensitivity to the environment of poverty. Participant reactions are recorded for 22 clinical experiences along side a description of the experience, purposes of the project, and steps to be followed in the organization of the experience. Clinical experiences were provided in the areas of orientation experiences, interviews with disadvantaged students and with parents of disadvantaged students, agency visits, cooperation with the business community, and visits to the peripheral environment. Also included are annotated bibliographies and program descriptions covering films strips of Negro leaders, sociological and psychological backgrounds of the disadvantaged, new teaching methods, and current supplementary textbook material. (MM)

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INVOLVEMENT

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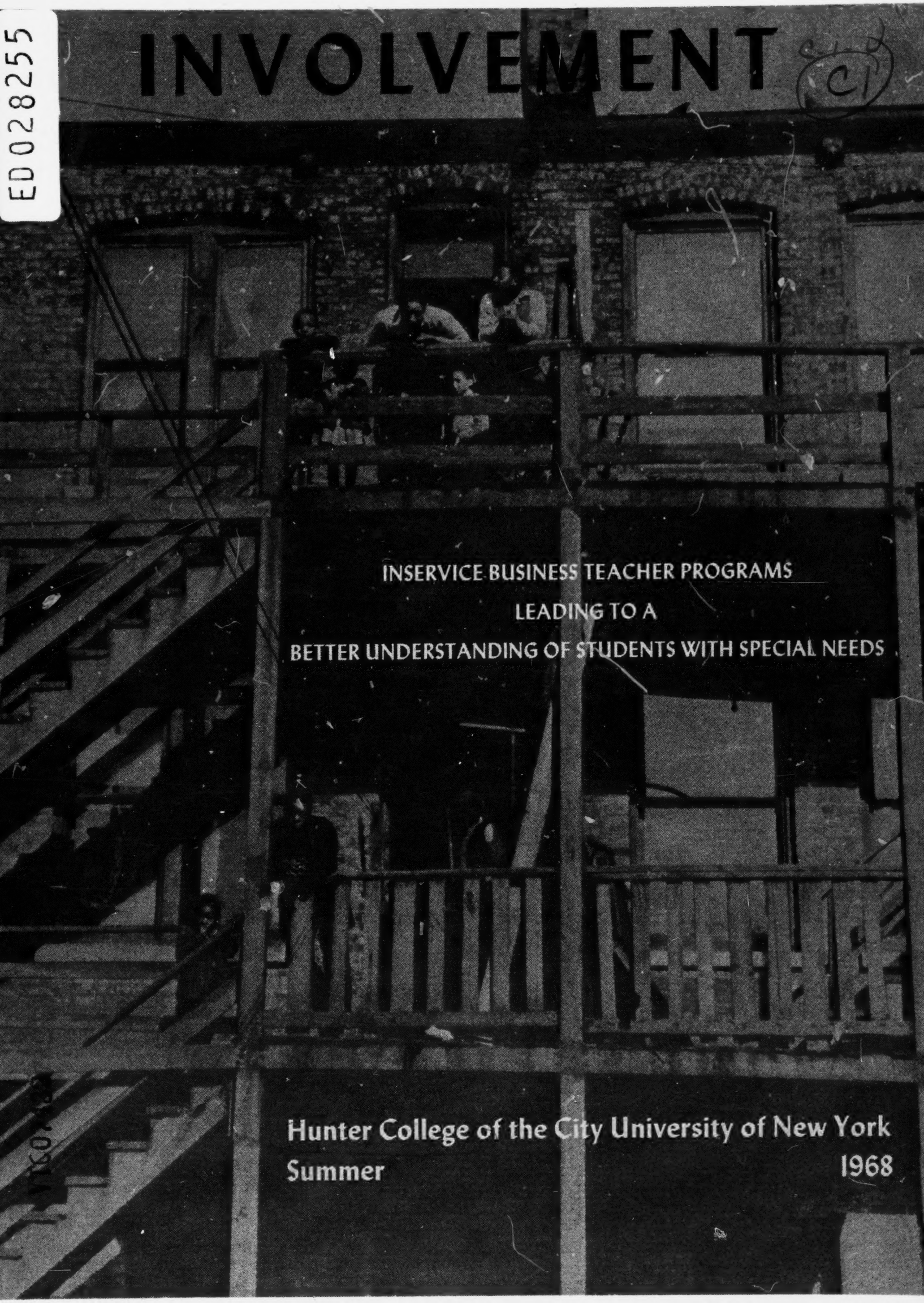

INSERVICE BUSINESS TEACHER PROGRAMS LEADING TO A BETTER UNDERSTANDING OF STUDENTS WITH SPECIAL NEEDS

Hunter College of the City University of New York
Summer 1968

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INVOLVEMENT.

INSERVICE BUSINESS TEACHER PROGRAMS
LEADING TO A BETTER UNDERSTANDING OF STUDENTS WITH SPECIAL NEEDS

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Institute, Hunter Coll~~ege~~ of the City Uni~~versity~~ of New York, N.Y.

Summer 1968

Estelle L. Popham, Director
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THREE SUMMER INSTITUTES FOR TEACHERS OF DISADVANTAGED YOUTH IN COOPERATION WITH THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION AT THE OHIO STATE UNIVERSITY

Temple University
Philadelphia, Pennsylvania
Dr. Robert Schultheis
June 3-14, 1968

San Francisco State College
San Francisco, California
Dr. William Winnett
June 17-28, 1968

Hunter College
of the City University of New York
Dr. Estelle Popham
July 1-12, 1968

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INTRODUCTION

Do schools anticipate poor performance and thus teach students to fail? Conversely, do teachers who expect superior achievement get superior results? A recent investigation in a California school district in a low-income area by two Harvard researchers[1] says Yes. This study has special significance to supervisors of business teachers in urban areas since a high percentage of students from the ghetto are enrolled in business classes.

On a National Science Foundation grant, Rosenthal and Jacobson gave tests to all students in May to determine verbal skill and reasoning ability. At the first staff meeting in September teachers were casually told that test results indicated that certain students, who were identified, could be expected to perform better than others in the class during the next school year. (Actually the students named were selected by random numbers and had not shown superior ability.) The experimental method involved nothing more than giving their names to their new teachers as children who could be expected to show unusual intellectual gains.

At the end of four months, at the end of the first year, and at the end of the second year the entire group was retested. Actually the students expected to spurt showed significant gains in intelligence over the nondesignated children. Even more important, though, are the perceptions of their development by their teachers. They thought that this group developed greatly in social skills. The teachers perceived the group not designated as superior as growing poorer in social skills. The more they gained in intelligence, the less favorably they were rated by their teachers. They were designated as less well adjusted, less appealing, and less affectionate than the students labeled superior.

Rosenthal and Jacobson hypothesize that the teacher lies at the heart of the difference, that "her tone of voice, facial expression, touch, and posture may be the means by which - probably quite unwittingly - she communicates her expectations to the pupils. Such communication might help the child by changing his conception of himself, his own behavior, his motivation, or his cognitive skills." They suggest that deficiencies in educational accomplishment are not all in the child and in his environment, that at least some of the deficiencies might be in the attitudes of teachers toward disadvantaged children.

Working on the hypothesis that the teacher is the key to change of attitudes and achievement, The Center for Research and Leadership Development at the Ohio State University during the summer of 1968 funded three two-week institutes to prepare programs designed to change business teachers' concepts of the disadvantaged[2] - to raise their expectations of their students' performance, to understand their environment, and ultimately to recognize their learning needs and develop new approaches that will improve their teaching skills in meeting these needs. The institute at Temple University was concerned with preservice business teacher education; those at San Francisco State College and Hunter College with inservice teacher education.

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[1] Robert Rosenthal and Lenore Jacobson, "Teacher Expectations for the Disadvantaged," lead article in Scientific American, April, 1968 (unpaged).

In many ways this is a more difficult task than outlining a preservice program. Preservice business teacher education can build on the enthusiasm of the young student who anticipates entry into the teaching profession, often starry-eyed and idealistic about his chosen career and eager not only to qualify for certification but also to learn all he can that will help him achieve success in it.

The experienced teacher, on the other hand, sometimes finds himself in a school that has changed radically from the "good old days." Because he has never studied educational sociology, he does not understand the change and is unsympathetic to the needs of the new school population. He is often discouraged by his colleagues from extending the school day for inservice courses, participation in activities with the students, or exploration of the world from which they come. Lacking motivation, he blames "the Establishment" for his problems, gives up, and continues to teach his new students the way he taught the old ones although he recognizes that his methods just are not working. In this environment his students develop negative self-concepts and become highly defined models for victim roles. They see no relevance of school to their real problems, and nobody points it out to them if indeed it exists.

The institutes were authorized in the midst of urban crisis. Participants were largely from urban centers and the focus necessarily was on Negro and Puerto Rican areas. A business educator involved with other minority groups (Mexican-American, American Indians, or the poor from Appalachia) will, however, be able with imagination to adapt the materials to his own situation.

PURPOSE

The purpose of the Hunter College institute was to prepare written materials that supervisors can use in their local schools. These materials are presented with full recognition that they are only experimental. Another person repeating a clinical experience might have a very different reaction; the insights of the supervisor participants, inexperienced in sociological perceptions, may seem superficial as reported from a single exposure. They are included, however, to show insights gained by one or several participants and to help teachers who choose to duplicate the clinical experience in making comparisons. The reader of all the reactions must agree that he begins to have a composite of insights that improve his understanding of his students from economically deprived areas.

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[2] A definition of terms to describe students taught by the institute members presents an amusing study in euphemisms. As Jules Feiffer (Hall Syndicate) explains the term, "I used to think I was poor. Then they told me I wasn't poor, I was needy. Then they told me it was self-defeating to think of myself as needy, that I was culturally deprived. Then they told me deprived was a bad image, that I was underprivileged. Then they told me underprivileged was overused, that I was disadvantaged. I still don't have a dime, but I do have a great vocabulary."

COMPOSITION OF THE WORKSHOP

The Center at the Ohio State University publicized the three proposed institutes nationally for recruitment purposes. However, applications were addressed to the separate institute directors. Since funds were available for only 15 participants, screening involved written applications describing present duties, reason for wanting to attend, special concern for the disadvantaged, and the ways the results would be used. Several applications were turned down because of budget limitations.

All classroom teachers, with one exception, who were accepted were designated by their supervisor as his official representative. The 15 participants represented cities located in 10 different states and the District of Columbia. Because of the great interest of the New York State Department of Education and the responsibility of Hunter College for education at the state level, four persons were accepted from the public schools of New York State. One participant who is completing a doctorate at another institution in a related area expects to use the materials in parochial college teaching. One teacher educator will use the materials in the vocational teacher education program in a state university. One teacher from Job Corps participated and broadened the focus of the program.

The mix was further improved by the fact that all facets of business education from stenography to clerical programs, to bookkeeping and data processing, and to distributive education were represented. In several cases the school system participating in last summer's workshop in Modifying the Perceptions of the Disadvantaged toward Office Work sent a representative this year.

THE PLAN

Three planning meetings were held with Professor Harry Huffman, business education specialist at the Center, and with the directors of the other two institutes, Professor Robert Schultheis (Temple) and Professor William Winnett (San Francisco State College) at which Professor Huffman stressed the purpose of the Center in funding the institutes: to provide clinical experiences that would be described so clearly that they could be reproduced by an outside supervisor or teacher educator.

After the general objective was established, details for each institute were developed by its director, aided by his assistant director. The plan for Hunter College was:

I. Orientation and Establishment of Focus. After an orientation session in which the objectives of the institute were explained and the detailed plan of operation described, Dr. Harry Miller, a social psychologist, analyzed the techniques by which leaders can and cannot effect wanted change. He illustrated the lecture with a role play in which a supervisor returning from the workshop with a desire to implement new techniques was faced by the negative forces expressed by typical teachers. (See pages 9 - 10.) Subsequent discussions centered on HOW to win acceptance of the classroom teacher and administration for a program to which the supervisor might be committed. The one word INVOLVEMENT of teachers became the criterion by which all materials were later evaluated.

II. Clinical Experiences. Participants were given a list of proposed clinical experiences for which preliminary explorations had been made. They were asked to choose two or more experiences in which they wished to engage. At least two persons were to participate in each activity and exchange reactions, but only one had the final responsibility for the report.

A format for the reports, which had been developed and approved by the representative from the Center, was given to each member. This model showed not only the steps to be followed in duplicating the experience but also the insights gained by one participant who engaged in the experience. (Actually the insights given in the report usually represent a composite of several people's reactions.)

The volunteer(s) prepared a check list to be used as a guide during the clinical experience and refined or revised it after he had had the encounter.

Fortunately, not all of the suggested clinical experiences were chosen by the 15 participants, since it is important that the volunteers have areas of freedom for their choice of activities. Two experiences not on the original list were submitted (the walking tour and the driving tour), each of which was developed by one participant alone. Suggested activities involving attendance at a jazz mass and a visit to the state employment service in the ghetto were not chosen. In several instances the whole group participated (Shomburg collection and interviews with students), and more than two shared the experiences at the Urban League, MEND, Tenant's Council, ASPIRA, and parents' interviews.

III. Readings, Films, and New Teaching Materials and Techniques. Face-to-face confrontation with the environment of the disadvantaged student will undoubtedly shock some teachers into constructive change, but clinical experiences alone are not enough to effect necessary reform in business education for the urban disadvantaged.

Twelve members of the workshop joined one of four committees charged with responsibility for compiling bibliographies of written materials and films to be used in giving depth to business teachers' understanding of what they see in clinical experiences. They had access in the room in which the institute was held to extensive libraries from which to make selections - either recent materials (since 1963) or neglected classics in urban education.

Committee I examined and recommended readings on the sociological and psychological background of the disadvantaged. Committee II viewed many films on the same topic and recommended those which they found most helpful in sensitizing teachers to the needs of students from low-income backgrounds, with specific suggestions for their use. Committee III identified innovative programs and solutions to the urban education crisis that involve school-community cooperation. Committee IV prepared a bibliography of innovative methods used by teachers of students with special needs and located materials from outside the usual business education context that would help a teacher administer individual instruction, mostly in basic education for the underachiever.

Bibliographies are valueless unless people want to use them. Throughout the report, emphasis is placed on techniques by which the supervisor can involve his teachers so that they will actually use the bibliographies given them.

IV. Bibliography of Business Leaders from Minority Groups. At a time when minority groups are clamoring for history courses that reinforce their developing sense of identity, what greater contribution can business education make than to point teachers' attention to business leaders from minority groups who have achieved success? A bibliography was compiled by Committee V that reveals an astonishing amount of published material about Negro business leaders that should be made available to teachers in schools having large Negro enrollments so that they can plan specific incorporation of it into their teaching materials. The bibliography should, of course, be updated on a systematic basis and enriched with local materials.

Unfortunately, little published material could be located about business leaders from other minority groups, not because they do not exist but because this is a new, almost untouched journalistic effort outside the Negro community.

TOTAL-SYSTEMS CONCEPT

A single experience lacks depth, of course. So does a single magazine article, a single film, or a single lecture by an urban specialist. That is why any inservice program must supplement field observations, readings, or discussions, with other materials. An inservice program must follow the total-systems concept: input (clinical experiences supplemented by other people's written or oral presentations and interpretations); processing (discussion and thoughtful evaluation of what he has been exposed to); and output (an improved understanding of the learning needs of the student and a constructive program for improved teaching based on a survey of innovative programs, methods, and materials).

A total-systems inservice program includes the following materials:

Clinical experiences through which the teacher has face-to-face involvement with the environment of the student

Discussions and interpretations of these experiences with other teachers and with specialists such as urban sociologists, psychologists, and anthropologists

Readings that will explore more deeply the urban educational crisis and can be used in special sessions centered around a specific topic

Films that will supplement actual visits to low-income neighborhoods and schools to increase teacher empathy with their students

Source materials describing business leaders from minority groups (principally Negro because other published materials are practically nonexistent) which the supervisor will supplement from local media and personal contacts

Suggested readings about innovative programs and methods for teachers of pupils with special needs, including textbooks especially designed for such pupils.

EVALUATION

This presentation, unlike most institute reports, is not an evaluation. That comes later, after supervisors have had time to test more fully the effectiveness of the suggested inservice program. It is instead a compilation of materials and suggestions for using them experimentally to improve teaching effectiveness.

The report has been reviewed by Dean James R. Meehan, former chairman of the Department of Business Education at Hunter College and by Dean Milton Gold, director of the Division of Educational Programs at Hunter College.

At the end of the workshop the director requested that participants cooperate three times during the following school year, according to an organized plan, by reporting their successes and failures in using the materials and their suggestions for revision. She promised to disseminate their reports to the rest of the group.

USE OF THE MATERIALS

Before the final suggestion on how to use the report, one word of caution. A new day is not coming; a new day is here. Minority groups want to take their rightful place in planning programs to improve their destiny. (See p. 99). They are intolerant of the "do gooder." They are looking to the schools to help them, not to impose programs on them.

The traditional supervisor may experience frustration in trying to implement improvements that to him seem viable but to the very people he wants to help may be unacceptable. Patience of the most forbearing variety must be exercised before a working partnership can emerge. The age requires flexibility and acceptance of change at a dizzying pace. He must remember, too, that the process of involvement - of his teachers, of the students, of the parents, of the neighborhood - does not come quickly or automatically. It is a gradual process requiring the development of positive forces exceeding the negative ones and challenging his leadership qualities at the highest level.

The final portion of the report is based on the concept that any inservice program to sensitize the teacher to the special needs of urban disadvantaged students must include all of the types of materials presented: clinical experiences, discussions led by teachers who have involved themselves in gaining greater depth of understanding than face-to-face experiences will allow, through reading and viewing films, demonstrations, and continuing inquiry and experimentation. Every means must be beamed in on one objective: the ultimate improvement of teaching through employing new methods and techniques, through modifying old ones, and through discarding that which no longer serves our needs. A model synthesizing the various elements is included. No supervisor will, or should, follow it blindly; he can see, though, how it draws on all elements of the report to achieve the objective sought.

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THE SUPERVISOR AS AN AGENT OF CHANGE

Professor Harry Miller
Department of Education, Hunter College

Supervisors are frequently in the position of trying to effect change in administration, in the teachers under their supervision, and ultimately in students and the larger community; and this is especially true of those who have developed new concepts and methods through a workshop designed for the very purpose of exploring change and improvement. We will direct our attention to the dynamics of change.

It is commonly accepted as "human nature" to resist change, but this believe is demonstrably untrue. Few people refused the advantages of frozen convenience food, tubeless tires, or television. The key, therefore, is to locate the circumstances which encourage the acceptance of change. "Obvious advantage" and "likely continuance of normal pattern of life after the incorporation of the change" are apparent favorable circumstances.

Most often, though, the change proposed is not an unalloyed blessing - at least not on the surface, nor does most change promise to leave normal life styles uninterrupted. Further investigation into the means and process of change is indicated.

THE GATEKEEPER AND HIS FIELD OF FORCES

The social psychologist first determines the "gatekeeper," the pivotal person in charge of performing the act to be changed (i.e., if the act to be modified is a change in family diet, the gatekeeper is the food purchaser). He then projects the probable "field of forces" bearing on the gatekeeper's opinions and/or acts which effects the behavioral change being sought. The fields of force are attitudes both negative and positive held by the gatekeeper and those people who influence him. These negative and positive forces push against each other with as much strength as their number and weight can exert. This balances the argument at the "level of acceptance."

If, for instance, change is to convince a worker to accept a more responsible and demanding job with the same company for minimum added compensation, the man might have this conflicting field of forces:

N The new job will take more time and effort.
E The new job will be hard to learn and perform.
G I may fail at the new job and expose my inadequacy.
A I have just got my present job under control so I can take it easy.
T Some of my present colleagues will be jealous of my "promotion."
I Perhaps they really want someone else for the job, since they offered no raise.
V I would have to develop a new working relationship with relative strangers.
E My wife will chide me for not asking for more money.

LEVEL OF ACCEPTANCE

P The new job is an opportunity to prove my superior abilities.
O The new job will probably lead to more promotions and higher pay.
S The new job will place me among a more prestigious group of employees.
I If I refuse the job, I may never be given another opportunity.
T The new job carries a more impressive title and greater status.
I Some of the details of my present job are dull and repetitious.
V The new job will remove me from several co-workers I don't really like.
E My friends will be impressed with my "promotion" and not know of the salary arrangement.

Assuming that the gatekeeper assigns equal weight to each force, his level of acceptance is at midpoint in this example. He could be persuaded to change his behavior if the *positive forces* were stressed by an authoritative figure and the advantages of the change made sufficiently attractive. This would be true, also, if the issue is of only minor interest to the gatekeeper.

If, on the other hand, the negative field of forces had overpoweringly outweighed the positive, either in number or value, another technique is recommended: *Negative forces* must be eliminated systematically.

DEMONSTRATION: ELIMINATION OF NEGATIVE FORCES

A role-playing episode illustrates this method, outlined as follows:

1. The leader *states the problem* (the evils resulting from the present action or opinion) as dramatically as possible in a group discussion among those who must alter their thinking; he asks for solutions.

2. The response will be a "gripe session" which justifies the present action of each individual and blames others or "the system." The supervisor *responds noncommitally* to these complaints: "Yes, that *is* a problem," "We can appreciate your dissatisfaction about that, Mr. Jones," etc. In no case does he offer to alleviate the specific gripe or moderate the flow of irritations.

3. The participants will eventually reach a saturation point and *begin to propose positive, creative solutions* to the problem. As soon as this occurs, the leader points them up by noting them on the chalkboard and commenting favorably on them. The leader intersperses these with the ideas which he had originally planned to implant.

4. Gradually the group is encouraged by the leader to *reach a decision* about how to solve the problem, incorporating more than one of the proposals if possible.

5. The leader *elicits public commitment* by the group to employ the solution immediately and induces individual proposals detailing the next procedural steps toward implementing the changes. He notes these on the board.

6. The leader *announces* that a *group consensus* has been reached and may congratulate the group on their professional and creative concurrence.

The strategy has brought the resistant forces into the open, examined them, and allowed the group seemingly to find ways to surmount them. Numbers 5 and 6 are the most influential factors in the process of change.

The speaker documented this theory of evoking change by citing initial investigations made by Kurt Lewin during World War II in which the researcher studied the means of convincing housewives to supplement their family's protein diet with plentiful, nutricious organ meat. For fuller information on theory and technique, see

Bavelas, Alex, "Problems of Organizational Change," HUMAN RELATIONS IN CURRICULUM CHANGE, ed. Kenneth Dean Benne. New York: The Dryden Press, 1951, p. 33

Lewin, Kurt, "Frontiers in Group Dynamics," HUMAN RELATIONS, Vol. 1, No. 1, 1947

Lewin, Kurt, "Group Decisions and Social Change," READINGS IN SOCIAL PSYCHOLOGY ed. Newcomb and Hartley. New York: Henry Holt and Company, 1947, p. 330

Lewin,Kurt, "Studies in Group Decision," GROUP DYNAMICS, ed. Cartwright and Zanier. Evanston: Row, Peterson and Company, 1953, p. 287

DEVELOPING COMMUNITY AWARENESS THROUGH CLINICAL EXPERIENCE

Teachers of disadvantaged students must become aware of the cultural background from which their students come if education is to take place. A teacher who has walked in the neighborhood, sat among the people of the community to watch a movie, and attended a meeting in the local church basement is in a better position to understand the life styles of his students and the behavioral patterns and attitudes which grow out of their environment.

From the empathy acquired by repeated face-to-face experiences with the student and his community, the teacher can begin to make his methods, his subject matter, and his standards relevant to his students, and to help them understand the value of classroom learning. From this mutual experience in the educational process, the positive attributes of students can be expanded and negative influences may be redirected.

A major portion of the institute was devoted to developing guidelines for clinical experiences. Institute members participated in at least two such activities. The purpose of this participation was (1) to develop guides to follow in arranging similar experiences and (2) to increase their own sensitivity to the environment of poverty. To crystalize their reactions they wrote down the insights gained from the experience. It is recognized that they may have interpreted what they saw incorrectly, for they are not sociologists. It must be recognized, too, that all of these materials were prepared in the brief span of two weeks, far too short a time to develop perspective that might have been gained over a longer period of time.

The insights acquired by one person, however, are recorded in the hope that this human-interest factor may help supervisors activate their teachers to volunteer for such activities. A supervisor may wish to present the steps to be followed, which are given on the left side of the page, and omit the insights noted on the right half of the sheet, referring to them for comparison purposes after the clinical experience has been completed.

Of course, time and practicality do not allow the teacher to participate in all suggested activities, but the teacher of the disadvantaged should make every effort to know his students' backgrounds as well as he can. The following check sheet of recommended clinical experiences will suggest activities from which teachers may choose. Others may be added to adapt the program to local opportunities.

CHECK LIST OF POSSIBLE CLINICAL EXPERIENCES

(The starred activities are outlined in detail in the next section as a result of actual participation by members of the workshop)

Sociological Unit	Teacher Involvement Activities		
	Vital	Useful	Optional
HOME	Visits and observation of students by appointment. (Ideally, every student; practically, those whose need is greatest)	Letters and telephone conversations of commendation and/or complaint to parents.	Meal at home by invitation.
PHYSICAL ENVIRONMENT	Observation: Church Health facilities Sanitation Police and fire depts. Participation: *Walking tours *Driving tours	*Knowledge of neighborhood events through mass media *Comparative shopping at local markets	
SCHOOL	Guidance counselor and teacher contacts in own and other schools *Observation of out-of-school educational programs *Visits with sociologists *Interchange-of-image sessions Observation of business curriculum in other local schools Informal conversations with students Exchange Day visits to other schools, including junior high schools Clubs organized to supplement curriculum: Office Educ. Assn. Future Bus. Leaders ASPIRA Future Sec. Assn.	*Teacher-student interviews (individual or group) (occupation-oriented) *Teacher-parent interviews (group or individual) *Speakers from community agencies Attendance at meetings of local Board of Education Development of an evening adult education program: Sewing Mechanics Interior decorating Arts and crafts Dancing Consumer information	Attendance at student dances Sponsor of a club of an ethnic group Participation in student excursions

Sociological Unit	Teacher Involvement Activities		
	Vital	Useful	Optional
SCHOOL CONT'D.	Business in Education Day programs Cooperation with parents on one-to-one basis		
RECREATIONAL AND CULTURAL FACILITIES	Visits to: local art museum *ethnic collections concerts operas *libraries Letter or telephone conversation of inquiry, and/or interview with director of local dept. of parks and recreation	Visit to a local discotheque Observation at vest-pocket park Observation at local field-day activities; block parties *Entertainment of disadvantaged students	Membership in local library Participation in community theatre group; *neighborhood recreation center; day-care center
OCCUPATION	Observation of local businesses: Agriculture Mining Manufacturing Construction Trade--Wholesale, Retail Transportation, Communication, Public Utility Insurance, Finance, *Real Estate Services Advisement from business community--Businessmen's Advisory Council *Development of teaching materials about national and local business leaders from economically deprived communities	Attendance at meetings of local Chamber of Commerce Participation in local business--part-time employment Observation of a beginning worker (half day) Speakers from local business firms *Participation in a Job Fiesta	Participation in community-business projects--Community Chest, Community Action Council
PROFESSIONAL AND LABOR ORGANIZATIONS	Letters or telephone inquiry, and/or interview with representative directors of local organizations such as: Chamber of Commerce Bar Association AFL-CIO and other unions	Attendance at representative meetings of organizations listed in left column	Membership in professional organizations: Natl. Secr. Assn. Office Exec. Club Adm. Mgt. Society

Sociological	Teacher Involvement Activities		
Unit	Vital	Useful	Optional
PROFESSIONAL AND LABOR ORGANIZATIONS (CONT'D)	American Med. Assn. American Manage. Assn. American Banking Assn. Natl. Assn. of Mfgrs. Natl. Educ. Assn. Natl. Bus. Educ. Assn. Amer. Vocational Assn.		
CIVIC RELIGIOUS SOCIAL GROUPS	Letters of inquiry, telephone calls, interviews with directors of local social agencies of involvement: NAACP CORE Urban League Catholic Diocesan Office World Council of Churches Natl. Council of Churches YMCA-YWCA-YMHA *Neighborhood civic organizations Kiwanis Elks Shrine Lions Moose Negro women's professional organizations *Observation of a militant ethnic group Personal contacts with local newspapers, publications, local civic leaders and politicians *Observation at neighborhood center	Active leadership in local church youth group *Knowledge of activities through media coverage and personal contacts with reporters assigned to local area and local ethnic publications Attendance at worship services in modern forms, such as a jazz mass	Participation in local church choir or vocal group Development of a resource file on ethnic press leaders, TV and radio personalities
LOCAL GOVERNMENT	Letters and calls of inquiry and/or appointment at local govt. offices: welfare health police hospitals *housing	Visit to a local house of detention for juveniles *Visit to a hospital reception-emergency room *Home visit with social worker	Visit to drug and alcohol addiction treatment centers (if this is a local problem)

Sociological	Teacher Involvement Activities		
Unit	Vital	Useful	Optional
LOCAL GOVERNMENT (CONT'D)	*Observation of night court, family court Speakers from local govt. department; Civil Service	*Panel discussion by local police and lawyer about types of juvenile crime and the school's role in combatting it	
STATE GOVERNMENT	Letters and calls of inquiry, and/or interviews with State Agency directors: education welfare Civil Service family services health offices social welfare administration State Employment Service Contacts with local representatives in the State Legislature	Speakers from State agencies; Civil Service	Visit to State Employment Service office in a depressed area
FEDERAL GOVERNMENT	Letters of inquiry, telephone calls to regional offices of: Dept. of Health, Educ. and Welfare Dept. of Justice Penal institutions Civil Service Dept. of Labor *Manpower Development Training Governmental subdivisions of the above-listed agencies Contacts with local representatives in the Federal Government	Speakers from regional offices of Federal agencies and Civil Service	

INTERCHANGE OF IMAGE (GROUP DYNAMICS)

Clinical Experience No. 1

DESCRIPTION OF EXPERIENCE

The coordinator involves a group of individuals in a group dynamics session relating to a specific problem or issue.

The individuals represent two contrasting viewpoints, and each viewpoint should be equally represented.

The coordinator acts as liaison between the two groups in setting up the discussion.

PURPOSES OF THE PROJECT

To develop an understanding of the different facets of the problem or issue

To provide a face-to-face interchange between individuals whose viewpoints and experience levels differ, so that better understanding can lead to a better program

STEPS TO BE FOLLOWED

I. The coordinator
   A. Schedules a meeting for the two groups whose views contrast on the particular issue;
   B. Publishes notice of meeting;
   C. Arranges for meeting room and facilities that implement round table discussion in a relaxed atmosphere

II. The individuals are divided into two broad groups corresponding to the two viewpoints held.
   A. The broad groups are further divided into subgroups of four or five members each.
   B. To illustrate, for a meeting of 30 individuals:

View A	View B
Group 1	Group 1
Group 2	Group 2
Group 3	Group 3

THE INSIGHTS ACTUALLY GAINED BY PERSONS WHO FOLLOWED THIS OUTLINE

Supervisors and teachers in the institute held an interchange-of-image session limited to their problems in teaching the disadvantaged. Present supervisors formed the A group. Participants whose major experience had been in classroom teaching comprised the B group. Each group expressed actual opinions.

II. The 15 members of the institute were divided into groups of teachers and supervisors, 7 and 8 members respectively.
   A. Two subgroups of teachers and supervisors were formed with approximately four members in each group.

III. The coordinator explains the purpose and mechanics of the discussion.
   A. He instructs each subgroup to inquire:

      How do we perceive our own role and effectiveness in the light of the problem under consideration?

      How do we perceive the role and effectiveness of the contrasting group in the light of this same problem?

IV. The subgroups separate and discuss the questions for approximately 30 minutes.
   A. A recorder in each subgroup notes significant views expressed.
   B. A time note is given by coordinator at half time and five minutes before termination of discussion.

V. Discussants are regrouped to combine subgroups of contrasting views.
   A. To illustrate, for a meeting of 30 individuals:

Group 1	Group 2	Group 3
View A1	View A2	View A3
View B1	View B2	View B3

   B. Each newly formed group should have 8-10 members.

VI. Within each of the newly formed groups, views are exchanged. Reports from former subgroup discussions serve as a basis. Further discussion is encouraged. Time: approximately 20 minutes.
   A. Reports from each group are presented to the entire assembly. Reactions are encouraged. Time: approximately 10-20 minutes.

III. The coordinator indicated the need for teachers and supervisors to see themselves as their counterparts see them so that more effective education of the disadvantaged students may take place.
   A. The coordinator asked each group to discuss these two questions:

      How do you perceive your role in relation to the education of the disadvantaged?

      How do you perceive the role of the opposite professional (teacher/supervisor) in relation to the education of the disadvantaged?

IV. The subgroups discussed the questions.

V. After discussing for about a half hour, the subgroups were rearranged so that a subgroup of teachers was working with a subgroup of supervisors. Two such combinations resulted.

VI. The newly formed groups exchanged views about the images of the group components (teachers and supervisors). The following is a summary of the views exchanged:
   A. Areas of Agreement

      Supervisors were viewed by both groups as
      1. Facilitators of education through acquisition and distribution of educational information, supplies, teaching aids and materials to schools.

A. (continued)

2. Resource persons to teachers, principals, and entire school district.
3. Liaison between central building and teaching staff.
4. Public relations person and troubleshooters for all questions, problems, and information regarding business education.
5. Organizer of workshops, institutes, and other inservice training programs.
6. Decision makers for overall business education program based on more information than is usually available to teachers.

B. Teachers were viewed by both groups as:
Superior when they met these criteria:
   a. Certified
   b. Graduated from accredited colleges
   c. Professional in attitude
   d. Young enough to be flexible and adaptable

C. Areas of Disagreement

Supervisors viewed themselves as:
The only person who knows the total program at all schools and in the central office.

D. Supervisors were viewed by teachers as

1. Unreceptive to the problems of the classroom because:
   a. They are too removed by status, recent experience, and geography.
   b. They are not directly concerned with the problems of the disadvantaged.
   c. They do not or cannot encourage experimentation or innovations.
   d. They do not or cannot provide extra time for field trips and other out-of-class experiences.
2. Nonsupportive of and unsympathetic with the teacher.

E. Teachers viewed themselves as: Unable to provide better training for disadvantaged students because:
   1. They are bound by the structure of the system and its requirements to adhere to course outlines, mandatory standards, and tests.
   2. They are confronted with the dilemma of teaching curriculum as well as basic skills, especially reading.
   3. They are limited by lack of training in teaching language skills.
   4. They are limited by lack of training in teaching students with deficient cultural and economic background, by unfamiliarity with this background, and by inability to make the culture of the disadvantaged relevant to the course content even when understood.
   5. They are hampered by over-large classes.
   6. They are disturbed by their inability to give attention to more able students while concentrating on upgrading disadvantaged students.
   7. All members of departments are not equally concerned with or willing to assume the responsibility of giving extended attention to disadvantaged students.

F. Teachers were viewed by supervisors as
   1. Unwilling to accept extra assignments without extra compensation.
   2. Unable to innovate or implement innovation.
   3. Unconcerned with student job placement.
   4. Tending to see their jobs as fragmented from the total vocational process.

G. Issues to Be Solved:
   1. Communication gap between supervisors and teachers.
   2. Restrictions on teachers' time and class size.

G. (continued)

3. Teacher attitudes (negative and bias).
4. Freedom to experiment and innovate.
5. Teacher certification requirements.
6. Reading deficiencies of students.

VII. Subgroups attempt constructive solutions to the differences in perceptions.

VII. Possible Solutions:

A. Meeting with teachers and supervisors so that grievances can be aired.
B. Clinical experiences in which the teachers and supervisors learn about the environment of their students.
C. Interpretive discussions led by resource persons (sociologists, psychologists, social workers who deal with the area).
D. Provision for a library to which teachers may refer and have meetings devoted to discussions of readings.
E. Encouragement of teachers to participate in curriculum revision and textbook selection.
F. Orientation of new teachers as to the organization of the school.
G. Special mandatory inservice programs for teachers of disadvantaged.
H. Periodic actual classroom teaching experience for supervisors.
I. Smaller teacher-student ratio.
J. Investigations of the possibilities of teaching in smaller blocks of time--not just half- or full-year blocks as now experienced.
K. Experimentation with ungraded courses with guidelines for levels of achievement.
L. Investigation of the possibilities of implementing programs similar to Opportunities Industrialization Center, 1225 N. Broad Street, Philadelphia, Pennsylvania 19121

VIII. Coordinator ties together important findings, requests proposals for further action, enlists participants, and schedules further meetings to implement proposals.

IX. Each group sets target dates for completion of its project. The coordinator:
   - A. Draws up a calendar based on completion dates;
   - B. Schedules report dates for each project;
   - C. Facilitates modification of procedures where necessary to avoid duplication of effort;
   - D. Secures authorization of action as needed (experiments, innovations).

X. After completion of group projects, coordinator arranges for reports to the full assembly.
   - A. Publicize the objectives, procedures, and results of the project.
   - B. Provide an evaluative checklist so that the entire group may judge the worth of the projects based on the objectives and criteria for procedures.
   - C. Provide an opportunity for comments and suggestions.
   - D. Publish results of evaluation.
   - E. Discuss further as needed.
   - F. Implement action as indicated in evaluations by teachers and supervisors.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

Before the supervisor extends this group dynamics technique to the programs suggested below, he should master the group dynamics technique outlined above. (See Dr. Harry Miller, p. 9) for a description of how to implement change).

This technique is also applicable to the following situations:

1. PTA meetings for exchanges between parents and teachers
2. Student organization meetings for exchanges between teachers and students
3. Faculty meetings for exchanges between administration and teachers
4. Business education meetings for exchanges between businessmen and educators; between employers and employees

USING NEWSPAPERS TO GATHER CURRENT COMMUNITY INFORMATION

Clinical Experience No. 2

DESCRIPTION OF EXPERIENCE	THE INSIGHTS ACTUALLY GAINED BY ONE PERSON WHO FOLLOWED THIS OUTLINE
The supervisor asks some of his teachers to read current local newspapers in an attempt to locate materials that will be helpful in gaining a greater understanding of the community and its many subcultures. Items that help identify and promote understanding of the disadvantaged are the prime focus.	The supervisor read the New York Times and other local newspapers seeking items that would lead to a greater understanding of the community, with an emphasis on the disadvantaged. This activity was carried on for a week but could easily be done for a two-week or longer period.
PURPOSES OF THE PROJECT To provide a source of information on the community that is current, pertinent, and far-reaching To promote a better understanding of the forces in the community and their needs	
STEPS TO BE FOLLOWED	
I. The teacher carefully scans the local newspapers for items that relate to community happenings that can be meaningful to those teaching the disadvantaged.	I. The supervisor found that on some days there were very few articles and that it took careful scrutiny to be sure potential sources were not overlooked.
II. The teacher clips items that pertain to the disadvantaged segment of the community.	II. Articles that identified the feelings and needs of the community gave insight to local trends, leaders, meetings, and applicable TV programs. The supervisor found that there were many good TV programs that could be used to advantage. Also, it was found very helpful in the long run to clip articles if there was even the slightest feeling that they might be helpful.
III. The teacher categorizes items clipped according to group involved and to whether action is called for. Action may be in the form of attending group meetings, viewing TV programs, inviting a speaker, using the material in a Consumer Economics class, etc.	III. The supervisor found many articles on current trends of the disadvantaged minority groups that he did not realize at the time would be so relevant. For example, articles on ever-changing Negro leadership growing feeling of individualism group pride methods of dress styles leading to group identification TV and radio productions identify group feelings and needs

IV. The teacher follows up on the items identified in the local newspapers. This follow-up may be in the form of verifying information through other sources, attending group meetings, or viewing actual programs.	IV. The supervisor actually correlated individual articles to piece together the thinking of the community on current values and problems. The actual viewing of programs helped to identify overall patterns of group needs. The combination of sources also served as a check on validity.
V. The teacher maintains a file of information gathered so that the information may be added to, reviewed, and used by others.	V. At first it was found difficult to categorize the materials, and it was necessary and helpful to write accompanying explanatory notes. The notes clarified and made it easier to classify data at a later time. The supervisor did find it necessary to review the collected items on several occasions.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

This clinical experience may be used prior to involving the teachers in community contacts and may serve as the motivating device that secures their participation in a total inservice program.

1. The teacher participant(s) describe(s) to the group his techniques for identifying items that would be of value, what value selected experiences have, and what follow-up should be made.

2. A brainstorming session follows to explore ways to use the information identified both in the classrooms and in planning community experiences.

3. A continuing committee activity in each school could become the basis for involvement of the total business teacher staff in identifying community forces affecting the schools.

4. If teachers visit agencies, attend community functions, or otherwise participate in later clinical experiences based on this activity, a group effort can be made to categorize the perceptions gained and to develop teaching plans based on these perceptions.

5. Teachers collecting community information from newspapers should be encouraged to use the articles and other items collected for a faculty bulletin board to alert all members of the staff to current happenings.

6. A committee might also be formed to alert the staff to significant radio and TV programs each week. Another source of similar information is ethnic magazines; other resources worth investigating are local neighborhood and underground newspapers and publications of churches, clubs, agencies, and organizations.

NEIGHBORHOOD OBSERVATION THROUGH A WALKING TOUR

Clinical Experience No. 3

DESCRIPTION OF EXPERIENCE	THE INSIGHTS ACTUALLY GAINED BY ONE PERSON WHO FOLLOWED THIS OUTLINE
The supervisor enlists the interest of his teachers in making a walking tour through the neighborhood served by the school so that through controlled observation they can better understand the environment of their students.	One person took a walking tour through Harlem (New York City).
PURPOSES OF THE PROJECT To learn the community forces operating on the students and the realistic facts of life they bring to school To help the teachers become better attuned to the educational needs of their students To identify possible community agencies that can work with the schools in education	
STEPS TO BE FOLLOWED I. The supervisor organizes a meeting at which teachers adapt the outline below to their interests and needs.	
A. Social Factors	A. Social Factors
1. What is the ethnic makeup?	1. Over 95 percent Negro
2. Are there many formal social organizations?	2. No evidence of formal social organizations
3. Is there evidence of community-wide social activity?	3. Little evidence of community-wide activities
4. What is the role of the church as part of the social structure in the neighborhood?	4. The church is the dominating social force of any formal nature. Many social bulletins posted in churches of the store-front type, suggesting dances, singing group performances, group discussions in reference to Black Power, and other such activities
5. Are there informal social groups such as gangs and cliques that have a major impact on the neighborhood?	5. On the corner teenagers would give the "look" to anyone who passed by who was not one of them. Much congestion and noise in the neighborhood bars

I. (continued)	I. (continued)
A. Social Factors	A. Social Factors
6. What type of activities of a social nature does the city recreation department offer?	6. None apparent
B. Economic Considerations	B. Economic Considerations
1. What is the nature of the housing?	1. Housing definitely of a substandard nature, except for one middle-class housing project
2. Are there recruitment agencies in the area and, if so, what kind?	2. A state employment service; Urban League employment counselling
3. What is the nature of the retailing area?	3. Stores mostly small independent units which deal with such things as hardware, clothing, and small grocery outlets
4. Are there associations such as the Chamber of Commerce active in the area?	4. No businessmen's associations
C. Educational Facilities	C. Educational Facilities
1. Are there any special schools for trades and crafts?	1. Street academies and Urban League store-front schools
2. What kinds of elementary and junior high schools feed into the high schools?	2. Very old buildings
3. Do libraries and other such agencies offer any educational programs?	3. A variety of activities including a reading program, an art program, and movies
4. Are there religious schools there?	4. Some Catholic schools
D. Civic Concern	D. Civic Concern
1. Are there civic groups in the neighborhood?	1. Some evidence of small civic organizations that are concerned with schools and housing conditions. Many signs for such groups as CORE and NAACP.

I. (continued)	I. (continued)
D. Civic Concern	D. Civic Concern
2. Does it look as if the city is doing its part in such areas as street cleaning, trash collection, parking regulations, and recreation facilities?	2. Definite lack of cleanliness in the streets, many abandoned cars around, along with much trash cluttering the streets
E. Resident Consciousness	E. Resident Consciousness
While walking through the neighborhood, strike up a conversation with a cross section of people and get their reactions to such questions as:	When the interviewer stopped and asked questions, individuals were anxious to react. People definitely had a negative attitude towards the neighborhood and gave the impression that they have had so many negative experiences that no one really cares.
1. How long have you lived in the area?	
2. Do you like where you're living?	
3. How would you like to see the neighborhood improved?	
4. Do you think that schools in your area are doing a good job?	4. Poor teachers and overcrowded classrooms
5. Where would you go for immediate employment prospects or leads?	5. Newspapers the most common response, but the employment services for a few
6. Do you feel that various agencies are attempting to help your neighborhood?	6. Little evidence of knowing of efforts of agencies

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

1. Another meeting at which reports of teacher experiences are discussed if you are dealing with a group of teachers that numbers 10 or less. A panel could discuss and develop insights and highlights of the experience. If there is a large group of teachers present, smaller discussion groups on segments of the topic may be formed, then merge to draw conclusions based on effective interaction.

2. There should also be a final evaluation of the instruments used in the original survey so that the tools can be revised and be more effective the next time they are used.

3. Midway through the school year, the supervisor or teacher-leader can bring out these reports and their summaries and discuss their value to the initial inservice program. This should initiate discussion for improving concepts for future inservice programs. It can be used, too, for expanding into other areas dealing with the neighborhood.

4. A modification would be to involve a small group of teachers in concentrating on one aspect of the total survey.

5. If for any reason it is inadvisable for the teacher to walk through the neighborhood, "Neighborhood Observation through an Automobile Tour" can be substituted.

NEIGHBORHOOD OBSERVATION THROUGH AN AUTOMOBILE TOUR

Clinical Experience No. 4

DESCRIPTION OF EXPERIENCE	THE INSIGHTS ACTUALLY GAINED BY ONE PERSON WHO FOLLOWED THIS OUTLINE
The supervisor involves his teachers in tours where they drive through the neighborhoods of their pupils, following a controlled observation plan. The supervisor and teachers plan this activity together, utilizing pooled knowledge of the community, maps, and school census information.	A supervisor with a prior knowledge of the geography of New York City took a 40-mile driving tour of the lower Manhattan area of New York City.
PURPOSES OF THE PROJECT To gain an overview of the entire community and the place of the neighborhood in the larger community structure To increase and enforce the teacher's empathy for his students and their environment	
Teachers should be cautioned against forming absolute judgments after this survey, which to some may seem perfunctory and lacking in depth. However, if viewed for what it is, it provides a significant step toward understanding the environment of students.	
STEPS TO BE FOLLOWED	
I. The teacher maps out a general area to be viewed during a driving tour of the community.	I. Using a city map, the supervisor mapped out three immediate areas of concern in circles that overlapped creating a center from which to radiate out into the community. These three circles covered the business section, the housing section, and the entertainment section. By developing these three segments of concern, he could concentrate on the areas most affecting the students, and he could see something other than his direct path to the school and his own middle-class community.
II. The teacher chooses one segment of the community in particular and observes the activity there.	II. The business community circle was selected as the first segment to observe. It was selected because 9:00 a.m. appeared to be an excellent time to observe the beginning hours of business activity.

II. (continued)

Second-hand clothing stores and thrift stores abounded. Stores selling new merchandise displayed it on card tables placed on the sidewalks. Merchants sat on chairs at the front entrance to the store. Customers, primarily women, milled in and out of the shops. Little interaction seemed to be taking place between the customers and the shopkeepers. The men did not appear to have a purpose whereas women were engaging in activities that seemed to have a mission.

Small, privately owned shops were conspicuous rather than chain stores or large stores. Laundries and flower shops were plentiful, and both seemed to be quite busy with customers. Small bundles of laundry were in the laundry windows awaiting customer pick-up.

Very small grocery stores exhibited their fresh fruits and vegetables on the sidewalks. Women shopped from one to the next, making small purchases here and there.

Corner restaurants were abundant, and smaller eating stands were noted.

Business buildings looked abandoned, and yet were still being used for "business as usual."

Large churches were sprinkled through the area.

A store front with four high school boys in charge was the setting for a full-time baby-sitting agency for day care of young children. Youngsters were housed in the store area, and the boys were on the street awaiting customers.

The streets were littered with filth, gutters were strewn with broken glass, and dirt was to be found throughout

	II. (continued) the area. Trash was abundant on the sidewalks in every block. Handwritten vulgarities were evident on walls throughout the section.
III. The teacher studies the second segment of the community, the residential section.	III. The housing section was chosen as the second area to be observed. Tenements were usually seven or eight stories high and for the most part in need of repairs. Dirt and filth were everywhere. Streets were littered with broken glass, and children played ball in the glass-filled gutters. Buildings that should have been condemned housed civic organizations such as the Veterans of Foreign Wars and the Headquarters for McCarthy. Sanitation facilities and generally accepted precautions to safeguard health and safety were not in evidence. The tenements were alive with people relaxed on their fire escapes and doorsteps. Blankets and bedding hung from open windows. Screens were not to be found at the windows. Men were gathered in clusters of two and three; groups of women were not apparent. Abandoned cars were not uncommon and were exciting obstacles for children to run through. Children seemed to congregate in front of neighborhood grocery stores. There were schools in the area, but most of them were not in operation during the summer. Buildings and grounds were locked securely. School playgrounds were empty. Some youths were sitting on the steps of the school entrances just in front of the locked gates.

III. (continued)

Cement playgrounds were securely locked from the public in all but three recreation areas observed. The playgrounds were immaculate and obviously well kept, a sharp contrast to the blight about the area.

Churches were small and frequently in store-front settings. Several churches had active summer programs. Activities in church-sponsored tours indicated student interest and involvement as bus loads of youngsters passed by. A Neighborhood Youth Council of Churches program had almost seventy youngsters involved in games in a fenced area that was very small. Only 20 percent of those in attendance were Caucasian.

IV. The teacher chooses the third segment for observation, the entertainment section.

IV. The entertainment section could not be readily distinguished as a separate entity.

The local burlesque house was in the business area. At 10:00 a.m. it was the center of sidewalk play for seven happy children found jumping rope there. It was the only sign of a happy experience in that block.

A Head Start program was in operation. Two women on the sidewalk near the school could immediately be identified as "middle class." When the supervisor asked if they were teachers in the school they were entering, they replied that they were. The insight gained here should be noted. When teachers are categorized as "usually from middle class," it is sometimes thought that it is not possible to define "middle class," and yet in this observation it was immediately noted that middle-class apparel is distinctive in the locale of the disadvantaged.

The supervisor was amazed at the obvious contrast that the youngsters find themselves involved in when they leave their living environment and cross over into the school environment.

	IV. (continued) It suggested a Jekyll-Hyde analogy. For example: How can children understand that they are not to write on the walls of the school building when it is common practice outside of the school setting and within their living setting?
V. The teacher may drive through another section of the community if the need is apparent.	V. The fact that an experience which took only two hours yielded so many insights suggests the desirability of providing released time for similar clinical experiences.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

1. It is recommended that the teacher undertake this activity alone, for group participation would entail unnecessary conversation and detract from careful observation.

2. After several teachers have made controlled observations of disadvantaged communities in which their students live, a conference can be arranged by the supervisor. The participants report their major findings, which are recorded on the chalkboard. They address their attention to the question: How will a drive tour change my classroom instruction?

   A secretary (volunteer) records the positive suggestions and distributes her report to the group.

3. The supervisor relates the reported insights to the anticipated changes in classroom instruction.

4. A second conference would introduce additional insights gained from further clinical experiences, and the question would be discussed: How have my lesson plans been changed in the light of tour insights?

   A secretary (volunteer) records the positive suggestions and distributes her report.

COMPARISON FOOD SHOPPING

Clinical Experience No. 5

DESCRIPTION OF EXPERIENCE	THE INSIGHTS ACTUALLY GAINED BY PERSONS WHO FOLLOWED THIS OUTLINE
The supervisor interests the teacher(s) in learning at first hand some of the daily difficulties experienced by low-income	Two members of the Hunter College institute visited a new cooperative food store run by trained Negro management and local help in Harlem, a small family operated, all-hours groceria in Spanish Harlem, and a chain store in a middle-class neighborhood. This experience was used for the development of this outline; time did not permit following it systematically on a second visit. However, some generalizations can be made.
PURPOSES OF THE PROJECT	
To learn whether or not it is true that "the poor pay more" To find out whether or not consumers with limited income and/or familiarity with business procedures and language receive the same treatment from store personnel as others To discover special foods, spices, and menus enjoyed by members of special cultures	
STEPS TO BE FOLLOWED	
I. The teacher researches available data, consulting with city, state, or federal consumer-marketing agency to learn if local comparative food price studies have been made. If so, he examines them or other background material available.	I. The teacher studied a report in Business Week, June 1, 1968.
II. The teacher prepares a list of stores to be visited.	
A. Using the Yellow Pages or newspaper ads, the teacher selects several supermarkets of the same chain in locales representing distinct socio-economic entities.	
B. The teacher contacts one or more local action groups which applies itself to bettering poverty conditions, and requests the names of	

II. (continued) community co-op food stores or other recommended retail stores in the ghetto area (a store with sales volume comparable to the chain store). He arranges to interview the manager, if possible.	
C. The teacher plans an efficient travel route.	
III. The teacher plans a seasonal shopping list in line with basic nutrition and minimum budget. Suggested items: whole frying chicken, hamburger, stew meat, unsliced bacon, whole-grain rice, potatoes, medium-grade eggs, canned beans, fresh beans, citrus fruit, coffee, homogenized milk, margarine, sandwich loaf white bread, and one brand name item.	III. Casual observation indicated that the differences in prices were not as significant as other conditions.
IV. The teacher adapts a checklist containing the following items: Is the store clean, safe, free of odor, spacious enough, and well lighted? Is there sufficient personnel to accommodate an average number of customers? Is the personnel courteous, helpful, and efficient? Does the store employ local residents? Are sizes, amounts, and prices accurately and clearly marked and specials highlighted? Are prices constant throughout the month, or are they raised to correspond with paydays? Are produce and refrigerated and frozen items kept at the correct temperature? Are mutilated cans and day-old bakery goods and produce sold at discount? What precautions are taken against shoplifting? Are prices consistent with those in other neighborhoods?	IV. The chain stores were cleaner, better illuminated, goods were more adequately marked; it was "better" in every way from a business standpoint. The small groceria was disorganized but friendlier; an exchange was always accompanied by sincere inquiries into family and community affairs. There was no language barrier here. The higher price, amounting to a few pennies per item, was balanced by the open-dawn-to-dark hours, the proprietor believed. The store owner, incidentally, was unnerved by being questioned until he understood that we were not inspection officials.

IV. (continued)

What special services are offered: personnel who speak the predominating language, signs in the predominating language, convenient hours, rest rooms, fountains, check-cashing accommodations (what qualifications? available to all who meet them?), payment of utility bills, other?
Was the manager readily available? (If he seems cooperative, the teacher interviews him using questions similar to No. V, below.)
What was the prevailing atmosphere (friendly, hostile, indifferent, bustling, sloppy, etc.)?
What food items were found which were not in other ethnic or socioeconomic areas?

V. The teacher prepares an interview outline for the manager of the cooperative store. Suggested questions are:

How does your rent per square foot compare with the industry locally?
Is your markup, or are your markup practices consistent with industry practices locally?
How do your shoplifting losses compare with those of your competitors?
Who may shop here?
How did you obtain your capital?
Are there arrangements for returning profits to the customers?
How do you advertise, and what are your advertising costs? How do your advertising costs compare with those of the industry locally?
Do you pay union wages? Are your employees union members?
What are the advantages to local residents who shop here?

VI. The teacher tries to include classroom lessons on good buying habits, figuring comparative prices on dissimilar package sizes, and rights and responsibilities of merchandiser and consumer into his curriculum plan.

V. The Harlem co-op had only recently opened its doors and was too new to allow for honest appraisal. The manager was operating largely on high principles and ambitious intentions. If he can implement only some of them, the store will serve its community well. It is disturbing to recall that a similar experiment failed recently.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

1. The teacher reports his findings at the first appropriate professional meeting of his peers and elicits group discussion.

2. Another member of the department might adapt this study to an inquiry into clothing, furniture (including TV or other major appliances), or automobile purchase in the same area, specifically noting credit conditions and costs.

3. The teachers may wish to turn over their findings to an appropriate organization with the means to improve either the conditions or the buying habits of its members.

HOME VISIT ACCOMPANIED BY SOCIAL WORKER

Clinical Experience No. 6

DESCRIPTION OF EXPERIENCE

The supervisor works through the social welfare agency in his locality to make contacts with a social worker so that the teachers he supervises can arrange to make home visits with the social worker.

The supervisor acts as liaison between the teachers and the Welfare Department in setting up the experience.

PURPOSES OF THE PROJECT

- To orient the teacher to a better understanding of the environmental conditions that affect the pupil's learning and behavior patterns
- To assist the teacher in adapting instruction to the needs of youth from such homes
- To create a desire for teachers to make home visits to their own pupils' homes

STEPS TO BE FOLLOWED

I. The supervisor prepares a model check sheet for the teacher to use during the home visit. This is to be reviewed and possibly modified by the teacher before the visit. Also the supervisor cautions the teacher to wear casual clothes to facilitate easy and honest relationships.

Model Check Sheet for Home Observations

The teacher observes the following items:

- General conditions in the immediate neighborhood
- Cleanliness of the home
- Sleeping facilities
- Types of home decorations
- Whether home has TV or radio
- Whether the home provides opportunity for students to study
- Reading material and kind available
- Presence of religious symbols
- Language of adults
- Parents' background

THE INSIGHTS ACTUALLY GAINED BY ONE PERSON WHO FOLLOWED THIS OUTLINE

The Chairman of Business Education Department of Hunter College contacted the Director of Yorkville Center, City of New York Welfare Department, and made arrangements for two supervisors from the institute to make home visits with two social workers.

I. (continued) Total number of children and the number who live at home The parents' ambitions for their children--educational and vocational The degree of the parents' interest in their children's activities The parents' views on social problems Parents' occupation, if employed Occupations of other adult members of the household The parents' value structure (Example: How is the welfare check spent?) Community organizations in which parents participate	
II. The supervisor provides the teacher with the name of the director of the welfare agency to whom he reports; giving the exact address of the agency, the exact time he is to report, and the name of the social worker. Probably the social worker will get the consent of the parent to bring a visitor.	II. The supervisor met the social worker at his headquarters before starting an afternoon visit.
III. The teacher makes contact with the social worker and clears his plans for the visitations. He might suggest meeting for lunch prior to making the visits (or it may be just a brief, informal meeting) to discuss the case history of the families to be visited: The neighborhood in which the family lives The problems involving the family The amount and allocation of welfare funds The educational aspirations of the family for the children, if any Whether he prefers the teacher to be a listener or a participant in conversation	III. The supervisor was introduced to the social worker and then went with him to make two home visits which he had especially chosen because there were teen-agers in the families. While traveling, the social worker briefed the supervisor about the circumstances of both families to be visited. The first visit was to be to the home of a 36-38-year-old Afro-American woman, a drug addict, in lower Spanish Harlem. Each of the four children was by a different father, although for approximately the past 15 years the mother has kept company with the same man who is in and out of jail because of alcoholism and other charges. There are two boys, ages 12 and 16, in the family--the 16 year old in an emotionally disturbed school; two girls, ages 14 and 19--one of whom

	III. (continued) attended college in Tennessee this past year. The social worker did not know how this higher education came about, and hoped the supervisor could obtain some facts by talking to the girl. The mother was a very bad manager of money; on restricted payments of welfare funds; a two-party check (her name and the landlord's) given to her separately from other money. June and July rents had not been paid; suspected forgery, or perhaps the checks were around the house some place. The mother was beyond help--social agency trying to salvage the children. The social worker was concerned about the reception the supervisor would receive, since the mother is a very antagonistic person. The supervisor was to be introduced as someone from the Board of Education wishing to visit, and suggested listening and not questioning the mother, but to try to involve the college girl in a conversation.
IV. The teacher and social worker attempt the first visit.	IV. We walked along streets and sidewalks covered with broken glass and tin cans; children playing in streets in water from the fire hydrant (97° temperature); people sitting on street, curbs, steps; filled, open cans of garbage on sidewalks and garbage all around them; streets painted for sidewalk-type games. The 12-year-old boy was sprawled on the steps to the apartment. He appeared much younger. He sat up, smiled a big smile and said, "Well, if it isn't my Mr. Bishop. Welcome to my modest hotel. Who may I say is calling?" He did not know if his mother was upstairs (7th floor), nor did he have any idea where she might be.

IV. (continued)

We went up to the apartment, knocked many times, but no response. The social worker was afraid of this as he said the mother was very evasive. A card had been sent informing her of the time of his call, and asking that the college girl also be at home.

We left the apartment; the social worker looked for her unsuccessfully in the streets. The social worker was very disappointed. The boy was also gone.

V. The teacher and social worker make the second visit.

V. We walked up the street to visit a Puerto Rican family of six, who lived in a first-floor apartment consisting of three small rooms and bath, all in very bad condition.

The parents were 40-50 years old; father an arrested serious TB case, in very bad health, unemployable, alcoholic; mother--understanding and pleasant, spoke no English; Angel, a son about 19--married and self-sufficient, arrested TB case, just drafted to Army but did not tell draft board about his poor health record; boy 16 to 17--dropout last year, 6'3" tall, about 220 lbs., wants to be a boxer, of average intelligence, concerned about family, looking for job; girl 13 to 14--will be in 10th grade, pretty and very neat, interprets for mother, wants to be registered nurse and then a beautician, has been approached "by a man" to become a model for a magazine, but told him she wants to become a nurse; girl 7--still runs around with bottle of milk in her mouth.

Supervisor introduced as someone from the Board of Education. High school girl looked at mother, made a face and said, "Yack!" However, she was very pleasant and receptive after a few minutes.

V. (continued)

This family was also very receptive to the social worker and appeared happy to see him.

Social worker is trying to help them get better living quarters in a housing project, but no luck to date; his deep concern again is for the children.

Outstanding insights gained by supervisor:

The radiant personality of the 12-year-old and his wit and command of the English language and warmth toward the social worker.

The friendliness, firmness, and effectiveness of the social worker. His ability to explain fully and to their understanding what he expected them to do. His deep concern over the married boy's being drafted, because the family needs him. He insisted the daughter make the mother get past health reports to draft board at once for a possible repeal of the decision.

The girl's apparent concern for people; said she wanted so much to be a nurse because from the time she was a little girl, she always wanted to help sick people. The girl said "TV" for "TB."

The insistence of the social worker that the dropout keep an interview for a work-training program. Mother said he was offered a job as elevator operator for $60 per week, but he wants to make lots of money. Social worker explained that this is why it was so important for him to get into a work-training program.

Welfare cases in this district 80 percent Puerto Rican; average

V. (continued)

of 3 children; absolutely no educational values in homes as far as parents are concerned.

The supervisor's greatly increased empathy and understanding which will be reflected in teaching.

Receptivity of the persons observed to any plan, person, or organization who appears to be attempting to help.

Persons observed unconcerned over their rapidly growing family size, and unable to relate family size to poverty.

Home furnishings in extremely poor condition. Welfare money seemed to be going for necessities.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

1. Teachers discuss the desirability of home visits to students in their own classes.

2. In lieu of additional visits or to supplement this experience, the supervisor invites a social worker to describe local conditions.

ENTERTAINMENT OF DISADVANTAGED STUDENTS

Clinical Experience No. 7

DESCRIPTION OF EXPERIENCE	THE INSIGHTS ACTUALLY GAINED BY ONE PERSON WHO FOLLOWED THIS OUTLINE
The supervisor contacts a club, church, or civic group through which the teachers can arrange a cultural or social event in which they entertain two young members of a disadvantaged group. The supervisor acts as liaison between the teachers and the club in setting up the experience.	The supervisor worked with the Personnel Club of New York in organizing excursions through which two office trainees of the Job Corps in Jersey City were entertained at a cultural function and/or dinner at a public restaurant. A teacher member volunteered to serve as a hostess.
PURPOSES OF THE PROJECT To develop an understanding of the cultural interests of the disadvantaged To provide a face-to-face interchange between people from different backgrounds so that teachers can better understand their training needs.	
STEPS TO BE FOLLOWED	
I. The teacher who volunteers for the project clears her plans during a telephone conversation with the counsellor.	I. The counsellor suggested ballet, theatre, an art gallery, or a museum, followed by dinner in a medium-priced restaurant in which the girls would be comfortable. She clarified transportation problems and dormitory check-in rules.
II. The teacher chooses several possible events from which the prospective guests make a choice.	II. The choices were the Museum of Modern Art, Radio City Music Hall, the New York City Ballet, a popular musical, and the boat trip around Manhattan island. No choice of restaurant was offered.
III. The teacher has a four-way telephone conversation with the counsellor, who introduces the two trainees, who have been invited to her office before the call is placed. The teacher tries to put the trainees at ease, and they describe identifying features so that they can recognize each other. They arrange a definite time and place of meeting, and the trainees make a verbal commitment to be at the appointed place on time.	III. The girls chose Radio City Music Hall (comedy on screen and stage show). They arrived one hour late. In repeating the experience, the teacher stressed the meeting time during the telephone conversation. However, the teacher should not be too upset about lateness.

IV. The teacher familiarizes himself with the background of the agency from which his guests come. He considers possible topics of conversation, so that he can guard against becoming an inquisitor. The subject matter of the entertainment, the training program, and vocational plans are common ground.	IV. Because it was difficult to establish conversation between people with divergent backgrounds, it was necessary to ask questions to get the conversation started. However, the girls were a bit suspicious of the experience anyway, and probing questions were avoided.
V. The teacher prepares a draft of items to be observed: dress and decorum, speech patterns, strengths and weaknesses in a social situation, interest in vocation, and level of vocational development.	V. After the experience the teacher wished she had gained further insight into why Job Corps experience is relevant to the trainees' life pattern and high school experience was not.
VI. The teacher serves as a hostess and shows that he enjoys the experience as much as anybody.	VI. One girl was very communicative; the other was rather sullen. Later it was discovered that this girl had progressed to this point from nightly fights with her peers. The administration felt that her development was surprisingly good. One, who sings well and spends her recreation time in rehearsals for the Center and for church musical events, especially enjoyed the music and dancing. The girls seemed uncertain of themselves when confronted by a menu. Both said, "I'll take whatever you choose." The teacher suggested food and narrowed the choices. They both like the Job Corps. Why? They enjoy their friends and are learning something they can use all their lives. One said she works much harder than she did in high school. She said that she studied typewriting in high school but never connected it with a job; it was just a subject. They don't like to read very much, but they like to read something with pictures. The most surprising insight gained: They looked at every automobile on the streets and could easily identify each one, especially if it was of foreign manufacture or in the price range of a Lincoln Continental.

VII. The teacher may repeat the experience with the same or new guests from whom she gains additional insights.	VII. This project was more expensive than it necessarily had to be. The guests could have been taken to a free museum, to a zoo, to a school or church event, to an athletic contest, on a walking tour, etc. They could have been entertained in the home of the hostess.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

1. Teacher participants in the clinical experience of entertaining the disadvantaged would hold a panel discussion of their misconceptions of the aspirations of the disadvantaged and outline techniques to be used in making high school business education programs more relevant to the occupational needs.

2. If the cooperating agency wishes, the young people who were entertained would hold panel discussions of their changes of perceptions as a result of being entertained and would describe the meaning of the experiences to them. The cooperation of the agency could be solicited for sharing this information with teachers.

3. Teacher participants compare the insights they gained by this experience with those of the original reporter and those of colleagues.

INTERVIEWS WITH DISADVANTAGED STUDENTS

Clinical Experience No. 8

DESCRIPTION OF EXPERIENCE	THE INSIGHTS ACTUALLY GAINED BY PERSONS WHO FOLLOWED THIS OUTLINE
The supervisor arranges for interviews with students on a one-to-one basis or in committees of two or three students with two or three teachers, whichever the participating teachers deem most practical.	Twelve junior and senior high school students met at Hunter College in informal groups with the members of the workshop--two students and two or three supervisors in each group.
PURPOSES OF THE PROJECT To assist teachers in gaining insight into the backgrounds of their students in order to improve instruction To provide a face-to-face interchange between teachers and pupils where business education might be altered to meet the needs of the students To determine the aspiration levels of students	
STEPS TO BE FOLLOWED	
I. The supervisor works with a committee of teachers to arrange teacher-student interviews that will be conducted during a department meeting.	I. Graduate students had provided the contacts, and unfortunately the teenagers were so articulate and intelligent that they did not represent a really disadvantaged group. Anyone undertaking this experience should attempt to overcome this weakness of unrepresentativeness.
II. The supervisor provides an incentive for pupils to appear (money, refreshments, status, publicity).	II. Pupils were paid $3.40 ($1.50 an hour plus carfare).
III. Teachers prepare questions in advance, which are to be used only as a guide. A. School Do you like school? Do you think you are getting a good education? Do you, as a member of a minority group, think you are getting as good an education as a child from another community? Is your school equipped with the things it needs?	III. Each committee prepared questions which were used as a guide. One supervisor on each committee served as recorder. Questions were not strictly adhered to; and in all committees but one, all teachers participated in the questioning. In one committee, one teacher did all the questioning. Although students answered the questions, one student felt it was somewhat a "third degree." Conversations

III. (continued)

How would you like to see your school changed? Your school system?
What do your parents think of the school and of your progress in school?
What help have you received from your guidance counselor?

B. Teachers

Do you think your teachers are preparing you well for the future you have planned for yourself?
Which teachers are better--strict ones or easy ones?
What do you think of your teachers?
Do you think of your teacher's race when you think of him as a good or a bad teacher?
What does a teacher do that makes you like him?
Is there a teacher you can go to for help with your personal problems?
Why do some students misbehave?

C. Schoolwork

What are your favorite subjects?
Do you like homework?
Do you read much?
What do you read?
Does the teacher have anything to do with whether you like a subject or not?
Do you like playing games and role-playing while you learn?
Do you participate in extracurricular activities?

D. Aspirations

What do you plan to do after graduation?
Did your parents graduate from high school?
What do your parents do for a living?
Where would you like to continue your education?

III. (continued)

should be as informal as possible, with the students participating equally in the give-and-take.

The students enjoyed the opportunity to talk informally with teachers. One student said he never thought teachers were as interesting as he found them.

Students made no distinction between white or black teachers.

Pupils preferred a strict teacher to an easy teacher.

Pupils felt classes should be smaller to eliminate discipline problems. One pupil said he would like to see the schools get rid of the disruptive children. He added that discipline problems prevent good students from learning.

Some high schools do not want pupils from schools in certain neighborhoods.

A pupil felt he could earn more money with a college education.

An older student understood Black Power as a means to achieving their ends, and riots as being effective.

Pupils in poorer neighborhoods would like to have more experienced teachers and smaller classes.

Pupils felt that racial prejudice would not hinder them in obtaining the employment they sought.

Students read magazines and newspapers, including Ebony, a Negro publication.

Students prefer a teacher who teaches in a "different" way.

III. (continued) Do you have a job after school? If you could obtain any type of job, what job would you choose? Do you think that the fact that you are a member of a minority group will hinder you in obtaining the type of employment you wish to obtain? What does the term "Black Power" mean to you? Do you belong to a community center?	III. (continued) The dress and appearance of the principal and the teachers affect the opinion of the public about the school. The students interviewed were totally unfamiliar with the business world or the opportunities afforded them in the area of business education. It seemed that pupils' aspirations were unrealistic (a model, a baseball player, a lawyer), and this may be due to the lack of proper school counseling. Most pupils thought they would like to go to college but had little idea what they wanted to be.
IV. The teachers report their interviews at a subsequent meeting and should therefore take notes. The report is to be duplicated for distribution to the other members of the department.	
V. A discussion is held at the next department meeting at which teachers exchange experiences.	V. During the discussion, it was felt that pupils responded according to what they thought they should say. No generalization can be made about any ethnic group. Pupils apparently do not make distinctions as to a teacher's race. There was an insufficient representation because all students interviewed were Negro and of the highest caliber. These students had no knowledge of the business world or of business education, possibly due to the current philosophy that every disadvantaged child can go to college.
VI. A committee of teachers is appointed to collate the information and to propose possible changes in course content and curriculum as well as to plan future department meetings on how to meet the challenges posed by the students.	VI. Participating supervisors felt that they gained only slight additional insight because of previous exposure to similar situations.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

1. At the first meeting, the supervisor holds an informal discussion during which teachers discuss their present perceptions of the disadvantaged student by expressing their opinions on such questions as:

   What do disadvantaged pupils think of their schools?
   What kind of teacher do pupils like?
   What does "Black Power" mean to pupils?
   What is the family background of pupils in minority groups?
   What are the aspirations of these students?
   What do pupils do after school?
   What are pupils' aspirations?

   During this discussion, teachers' answers are listed on the chalkboard for teachers to examine. The supervisor can point out the diversity of opinions and elicit the fact that the most reliable source would be the students themselves. This will lead to student-teacher interviews as a practical method for arriving at the true answers to these questions.

2. At the next meeting, the supervisor distributes a suggested format that may be followed (with optional modifications) in preparing a duplicated report that will be distributed to the group. The accompanying format may be used effectively with the "insights gained" column left blank for teachers to fill in.

   At this second meeting, teachers discuss how students will be chosen for interviews. The following cautions should be taken:

   Teachers should not interview students from their own school (or from their own classes).
   There should be a fair sampling of all minority groups.
   Students should be in high school and represent academic, business, and general tracks.

   Teachers should discuss the kind of incentive to assure student attendance at the interviews. Letters of commendation should be sent to parents and to the school principals, and this could serve as an incentive. Other means could be evaluated and agreed upon.

   A guidance counselor experienced in the techniques of interviewing should address the group prior to the interviews.

3. At the third meeting, the interviews would be held, with a time limit imposed.

4. At the fourth meeting, teachers submit their duplicated reports, which are presented orally as each teacher has an opportunity to interpret his results.

5. At the fifth meeting, the supervisor leads the discussion on how these interviews changed the teachers' perceptions of their students and how curriculum and instruction could be altered to better meet their needs.

OTHER SUGGESTIONS

The following suggestions may be used to substitute for individual teacher-pupil interviews:

1. A committee of four teachers would interview students individually; and, with the permission of students, develop either a tape or a video-tape recording to be presented to all the teachers.

   A brainstorming session follows to develop changes that could be initiated as a result of students' comments.

2. One group's interviews would be held, i.e., students questioned by the teachers, before the entire group. One teacher conducts the initial part of the interview with the other teachers asking questions later. This should not be taped or recorded, so that complete freedom of expression is encouraged.

3. A group interview would be held with graduates from minority groups: if possible, one male and one female who went on to college; one male and one female who are successfully employed in the business world; and one male and one female who are unemployed or who are in dead-end jobs. Other interviews are held at successive meetings, and a brainstorming session is held at their completion.

4. An interview with the parents of the student participants would add depth to the initial interviews.

INTERVIEWS WITH PARENTS OF DISADVANTAGED STUDENTS

Clinical Experience No. 9

DESCRIPTION OF EXPERIENCE	THE INSIGHTS ACTUALLY GAINED BY ONE PERSON WHO FOLLOWED THIS OUTLINE
The supervisor makes contacts with an agency, club, church, or civic group. A group of teachers may meet with the parents of disadvantaged students, preferably the parents of students they had already interviewed (Clinical Experience 8). (Preferably the PTA is not used, for it is assumed that visits with this group are customary.)	Four members of the workshop met with four parents of high school students they had interviewed the previous day. The meeting was held at night in the Bedford-Stuyvesant section of Brooklyn in a sorority house whose members are Negro teachers.
The supervisor acts as a liaison between the teachers and the parents in setting up the experience.	
PURPOSES OF THE PROJECT To gain an understanding of the aspirations of the parents for their children and to compare parents' aspirations with those of their children To provide a face-to-face encounter between teachers and parents for better mutual understanding of the role that the school is or should be playing in the development of disadvantaged children To provide a forum for cooperation in attempting to solve school and community problems	
STEPS TO BE FOLLOWED	
I. The teachers who wish to participate in the project clear the plans with the supervisor who has made contact with the group and set a time and place for the meeting and expects a certain number of parents.	I. Three teachers and the supervisor volunteered to meet with the parents. One of the parents was a personal friend of the supervisor and made the contact with the other parents. Unfortunately, both the students and parents were above the level sought, a common problem when trying to arrange such meetings. The contact person wants to choose the most articulate and best-adjusted representatives and is reluctant to include the truly disadvantaged. Neither are the disadvantaged interested in participating in such a discussion.

II. The teachers make a list of relevant questions which they wish the parents to answer.	II. The teachers developed the questions to be asked and selected a leader. Each person, however, felt free to question the group.
III. The teachers acquaint themselves with the aspirations of the children of the parents with whom they will meet.	III. The teachers had met students from the area and parents of several children in interviews which preceded this meeting. These interviews sought essentially the same information as that requested from parents.
IV. The teachers and parents meet at the appointed time and place in a group--a one-to-one ratio--with no more than eight in a group.	IV. The teachers arrived one hour late. Since nearly every clinical experience reported indicates that the other people were late, this one showed the reverse situation. Perhaps lateness is more likely to be caused by unfamiliarity with a new travel route than ethnic characteristics.
V. After introductions and a short time devoted to informal socialization, the leader of the teachers will briefly state the purposes of the meeting and begin asking the questions. As the discussion proceeds, there will probably be questions from both sides.	V. Introductions disclosed that two of the parents were teachers and quite well oriented to the classroom problems from the teacher's viewpoint. One of the parents was a working mother with limited education, and one was a father who worked as a tailor in Barbados, but has worked as a packer in a book bindery during his ten years in this country. The children of the parents who are teachers attend private schools--one a selective academy and the other a parochial school. The children of the other two parents attend the same public schools in the Bedford-Stuyvesant district of Brooklyn. These parents were very much concerned about the education of their children and want them to succeed in accord with their abilities. The difficulty behind many of the problems of learning was attributed to lack of discipline, both in the home and in school. They believed that both teachers and parents should be more strict and not allow the unruly to interfere with the progress of an entire class. One mother expressed fear that the association of her son with rowdy classmates

V. (continued)

would have a detrimental influence on him and undo the concepts of "right" and "wrong" which she had tried to instill. (The son had expressed the feeling that the troublemakers should be put out of class and that there was too much permissiveness.) The parents and children both felt that smaller classes would help.

Better communication is needed between administration, teachers, and parents about the academic and social progress of the children. This link would allow the parents to work more closely and harmoniously with the schools.

The parents were realistic regarding the goals for their children (more so than the children) and their occupational aspirations, but they believed that closer counseling and less permissiveness in curriculum choices would benefit the children and enable them to work more nearly up to their full potential.

Except for the permissive attitudes, the teachers and administration were considered generally good, whether black or white, and in many cases a white teacher was preferred by black parents. The neighborhood school was preferred to any artificial movement toward integration such as bussing, because the school should be used as an integral part of the community in which it is located. A neighborhood school facilitates communication between the school and the home.

One parent, a practicing school nutritionist, thought that poor eating habits and lack of discipline are more to blame for malnutrition than scarcity of proper foods.

A plan which has solved many of the problems in one school in the area was

VI. At the end of an hour or an hour and one-half, the discussion should be brought to a conclusion, even though all areas might not have been covered.

VII. The teachers and parents may want to plan another meeting with this same group at a later time, or the teachers may want to repeat the same experience with another group of parents.

V. (continued)

a Parents' Workshop with the cooperation of the Council (composed of parents, teachers, and community agencies outside the school--equal representation from each of the three groups) and with full authorization of the teachers' union. The parents actually follow their children throughout the school to see what the situations really are. They might attend for the full day or for a few hours; working parents might come in the evening. When some of the parents saw how some of the children behave away from home, it was a real eye-opener, and measures were taken to correct the problems.

There is a general feeling that militancy from outside sources (those who have no children in the neighborhood school) is an imminent danger.

The views of the parents tended to agree with those of the children interviewed.

The project was very rewarding. All of the specific problems discussed indicated that the chief concerns were not different from those in any middle-class area. People are people, and the concerns of the "disadvantaged" are not different from those of any other group.

VIII. The teachers will probably want to meet shortly after the session to exchange information which was gleaned from the initial informal discussions and analyze some of the ideas brought out.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

1. The initial group of teachers will be the department chairmen from each of the schools. Each will be asked to suggest parents of disadvantaged youngsters in their school to be interviewed.
2. After the initial experience, the department chairmen will plan such meetings with their teachers and parents in their home schools and then plan joint meetings with another school in either the ghetto area and suburban area.
3. A later meeting of all the teachers to share their experiences and insights should prove rewarding.

VISIT TO AN AGENCY DEALING WITH THE IMPROVEMENT OF ECONOMIC SITUATIONS

Clinical Experience No. 10

DESCRIPTION OF EXPERIENCE

The supervisor makes the initial contact with a local agency which devotes itself to bettering the economic conditions of an ethnic group or a disadvantaged area so the teachers he supervises can arrange a learning experience. (Sources of information about the existence of such an agency are: city department of markets, the consumer's rights division of the Attorney General's office, and newspaper articles.)

The supervisor acts as liaison between the agency and the teacher in originating and implementing the activity.

PURPOSES OF THE PROJECT

To provide an experience in neighborhood relations that helps the teacher understand the real economic situation of the disadvantaged

To develop an appreciation of the problems that the disadvantaged face as untrained purchasers and the special need for extensive consumer education

To provide background for developing a program of consumer education in the high schools to better prepare the students for intelligent buying, especially since early marriage is a frequent life style of this socio-economic group

To acquaint the teachers with the availability of field trips and speakers through which to widen the students' awareness of agencies and services in their own communities

STEPS TO BE FOLLOWED

I. The teacher who volunteers for the project introduces the agency leadership to the purposes of his proposed visit and arranges an appointment, preferably at a time when the agency is conducting a representative activity.

THE INSIGHTS ACTUALLY GAINED BY PERSONS WHO FOLLOWED THIS OUTLINE

The supervisors visited MEND, Massive Economic Neighborhood Development, Inc., in New York City. MEND is a non-profit organization which was originally funded in 1966 by a summer anti-poverty grant. The agency representative, originally hired to conduct a six-week training program in consumer education, created the Buyers' Club in 1967 with 90 charter members.

II. The teacher alerts himself to applicable information in the daily newspaper, possibly located in the supervisor's resource file.	II. The supervisors discovered these revealing articles: "City Charges 12 Stores in Spanish Harlem with Price Violations," New York Times, October 27, 1967 "Jury Cracks Down on a Chiropractor," New York Post, March 5, 1968
III. The teacher adapts this checklist of items to be observed or questioned: Purposes of sponsorship, funding, and need for program Means of attracting local interest Methods of carrying out program Apparent local acceptance History of achievements Enthusiasm of leadership and workers Facilities, equipment, and materials Dress and speech pattern of workers Characteristics of those served Reaction to visitors Information learned by teachers Insights gained by teachers	
IV. The teacher visits the agency, observes its activities, and interviews leaders, workers, and participants as appropriate, following the checklist.	IV. This information was obtained: The purpose of the program is to apprise the community in East Harlem of their legal rights regarding fraud; to curb illegal and fradulent consumer practices in the area; to educate the community members to become better comparison shoppers; to teach them the different cuts of meat; and to give basic training to men in the community who wish to become butchers. MEND works closely with the Neighborhood Youth Corps to train young men to become butchers. The consumer education program's working expenses are covered by a small government grant and the funds of some community members who belong to the Buyer's Club. Membership dues are $5 a year. The Buyer's Club was active in making several comparison price surveys which proved that prices in the disadvantaged neighborhoods are higher

IV. (continued)

than those in other communities. Food prices here are higher on the day that welfare checks are delivered. These facts and others substantiate the need for the MEND program.

Representatives of MEND recruit participants by visiting schools to show the film The Poor Pay More to PTA groups. A lecture and discussion period follows the film.

Pertinent literature is made available to the community and was distributed to the group, such as:

"Know Your Rights" - State of New York Banking Department
"The Consumer Protection Corps" - New York City Department of Markets

The vocational program, the training of butchers, was made possible by a retired butcher who donated the meat-market fixtures.

Information stressed by the consumer education program is represented by these examples:

> The Department of Banking and Finance will rescind the credit licenses of stores doing business dishonestly.
>
> Credit companies are not legally responsible for any wrongdoings by the original company. The consumer has no case with the credit company.
>
> The average layman could handle his own legal problems if he were aware of the basic laws dealing with fraud.
>
> Employment agencies may legally retain two weeks' pay for their services, but not more than half of the salary earned while working. (Most people pay the full two weeks'

IV. (continued)

salary whether or not they keep the position.)

Chain stores place city-wide ads of their prices, and would be breaking the law if they charged more in disadvantaged areas. For this reason, they are recommended by the program. MEND plans to extend its service by opening a cooperative store in the East Harlem community.

A few difficulties in the mechanics of this visit occurred. Of necessity, the visit was made on a light buying day so that the program was somewhat curtailed. We were kept waiting 30 minutes and then were asked to report to another office.

V. The teacher discusses with his supervisor or department the possibility of including consumer education in the curriculum if the subject is not already given, or adapting the existing course to circumstances.

VI. The teacher reports on his clinical experience at the next professional meeting and leads the discussion on techniques for including the information in classes.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

1. Speakers from similar agencies could be invited to the schools to speak or to show the film, The Poor Pay More. This experience could be shared by the PTA as well as the entire faculty to apprise them of the economic problems of the disadvantaged.

2. Teacher participants could re-evaluate the business law program to determine whether or not the laws dealing with fraud, credit unions, and employment contracts are fully covered. Revisions should be made to incorporate these vital laws in the course.

3. Teachers of Distributive Education could encourage students to participate in community groups after school and/or summers to help arrange for a good consumer education program and to interest the community in setting up cooperative stores.

4. Field trips could be planned for several students so that they become aware of the facilities of this or a similar agency. There should, of course, be pre- and post-field-trip lessons. These students could be assigned to visit other classes to tell them of these community facilities. Student participation and involvement in this assignment is vital.

5. Teacher participants could be asked to prepare model scripts depicting proper buying techniques for classroom role playing.

6. The supervisor could stress the need for teachers to learn through direct observation the types of problems that the disadvantaged face because of naive buying habits, misrepresentation, unethical practices, and fraud.

7. This clinical experience might be preceded or followed by Comparison Food Shopping, Clinical Experience No. 5.

II. (continued) Cleanliness Adequacy of facilities in relation to size of family Sleeping Bathing Recreation Study or reading Privacy Safety Rental cost Upkeep, including halls Attractiveness Kind of neighborhood	
III. The teacher interviews the agency representative to learn about the history, purpose, development, current problems, and future plans of the agency.	III. The main purpose of Tenant's Council is to organize tenants in the disadvantaged area to work together for better living conditions and equitable rent. One of the agency's most important jobs is to inform renters of their legal rights. In the opinion of the spokesman, the residents of this area were first-generation Puerto Ricans without any desire to put down roots in the United States. All their hopes and plans were tied up in returning to their native land with "lots of money and a huge car." These Spanish-speaking people lacked the organization to be more politically effective. The people of Spanish Harlem were poorer than those of Negro Harlem. There was a complete dearth of social services available to these people. Lack of money seemed to be one of the major forces working against indigenous progress. There was a definite lack of severely needed public housing, although there had been "token" strides made in middle-class housing construction. Little real progress had been made.

VISIT TO AN AGENCY FOR THE IMPROVEMENT OF HOUSING

Clinical Experience No. 11

DESCRIPTION OF EXPERIENCE	THE INSIGHTS ACTUALLY GAINED BY PERSONS WHO FOLLOWED THIS OUTLINE
The supervisor makes arrangements for teachers to visit an agency dealing with improvement of housing. The supervisor obtains permission for a teacher to visit the director's office and home(s) in the area.	Three members of the Hunter College institute worked with a faculty contact to arrange a visit with the director of the Tenant's Council and observed local housing conditions.
The supervisor acts as liaison between the teacher and the director of the council.	
PURPOSES OF THE PROJECT	
To orient the teacher to a better understanding of the environmental conditions that affect students' learning and behavioral patterns To create a desire on the part of the teacher to visit in the home of the disadvantaged student To aid the teacher in creating a proper rapport with parents and other adults in the disadvantaged area To create a working relationship between the teacher and members of social-service groups in the area	
STEPS TO BE FOLLOWED	
I. The teacher calls the agency contact to make an appointment, explaining the purpose of his visit, and proposes that after an interview at the agency, the representative accompany the teacher to homes in the area. The teacher requests that necessary permission for such visits be obtained from local residents by the agency. (If considerable time elapses between this call and the date of the appointment, it is advisable to make a confirming call.)	
II. The teacher adapts the following checklist of points to observe to insure the greatest value from the visit:	II. The teacher suggested a visit to a rehabilitated apartment and to an apartment in the section that had not been renovated but was scheduled to be in the near future.

	III. (continued) Landlords often take advantage of renters in this locality because rents are paid largely by welfare checks. A few vest-pocket parks have sprung up in the area, but a scarcity of vacant lots for such recreational purposes limits further expansion possibilities. The representative believed that the agency would have been more successful had two factors not hampered its progress: Federal funding of some projects was slow in coming because of political interference, and duplication of effort by several agencies without a master plan made the job more difficult.
IV. The teacher and a member of the agency staff visit tenant(s) living in representative housing.	IV. The teacher, accompanied by the director of programs, visited a unit in an apartment house that had been renovated. The renter showed them through the apartment, which had been converted from two small apartments to a three-room, one bathroom unit for the renter and her three teen-age children. The apartment was clean, well furnished, and adequate as evaluated on the checklist.
V. The teacher and the agency personnel continue to observe differing housing situations until the agency representative feels that a fair sampling has been obtained.	

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

1. The teacher reports his experience to his peers at an appropriate professional meeting and leads a panel discussion relating insights into environmental conditions to the learning and behavioral patterns of students.

2. A committee might be formed to make recommendations of how some of the needs of the disadvantaged child can be met by a working relationship between community housing agencies and education representatives. If this seems feasible, this cooperation should be pursued. (Example: study rooms and reference facilities in large low-income housing complexes.)

3. The teacher might originate sample letters illustrating ways to word communications to housing authorities (example: a request for a clarification of legal rights, a protest against housing abuses, etc.) for use in typing and shorthand classes.

VISIT TO AN AGENCY DEVOTED TO SELF-IMPROVEMENT OF AN ETHNIC GROUP

Clinical Experience No. 12

DESCRIPTION OF EXPERIENCE	THE INSIGHTS ACTUALLY GAINED BY PERSONS WHO FOLLOWED THIS OUTLINE
The supervisor arranges for teachers to visit a professional agency which secures equal opportunity for minority groups in the fields of employment, education, youth guidance, housing, and health.	The supervisor arranged with personnel of the New York Urban League for four institute participants to visit and have a conference with the head of the agency.
PURPOSES OF THE PROJECT To find out what the agency is doing to provide education and motivation needed to assist the students in preparing for employment To become familiar with the economic problems of the disadvantaged To find out how the disadvantaged react to the vocational world To understand the thinking of the leadership of an ethnic group	
STEPS TO BE FOLLOWED	
I. The supervisor sets up date and time of field trip.	
II. Teachers read available brochures describing the work of the agency.	II. Participants read three folders describing the national and local programs of the Urban League.
III. Teachers make a list of things to observe at the agency: Who makes up the membership of the agency? Who supports the agency? What is the purpose and philosophy of the agency? What specific neighborhood programs are sponsored? What is the possibility for agency-school cooperation? What techniques might the school borrow?	III. The New York Urban League is a professional agency founded in 1910 to secure equal opportunity for minority groups in fields of employment, education, youth guidance, housing, and health. Nonprofit and nonpartisan, it is interracial in its leadership, staff, and character. Located in the heart of New York's deprived area, the New York Urban League is in constant touch with the pulse beat of the community. A trained professional staff conducts the day-to-day activities of the New York Urban League. The New York Urban League gives leadership and support to constructive programs for minority group advancement. It evaluates developments in the field of social work, offers

III. (continued)

concrete solutions to problems of the Negro and Puerto Rican communities, and provides many services to both Negro and white in the desperately urgent task of securing equality, dignity, and a decent standard of living for minority groups.

The Urban League has been one of the most influential and, until recently, conservative influences in the civil rights movement.

STREET ACADEMIES take dropouts off the streets and attempt to motivate them to study ten hours a day so that they can go to prep school and on to college.

SKILLS BANK brings qualified but unemployed minority group members into contact with prospective employers. It helps the Negro to become familiar with community organizations, and it conducts educational programs for improved interracial relations.

OPERATION OPEN CITY offers information and practical help to minority group members in securing better homes by breaking down barriers of ghetto confinement, in testing availability of homes through white "checkers," and in making use of city and state fair-housing laws whenever possible.

CAREER DEVELOPMENT CENTER is an innovative project which provides economic independence through job training, basic education, vocational counseling, and guaranteed employment for the school dropout, the unemployed, and the welfare recipient.

HARLEM PREP is designed to prepare high school dropouts for college.

The director believed that our schools do not present subject matter in a meaningful way and many students drop

	III. (continued) out. He felt that Urban League offers the dropout education relevant to economic independence. However, he stressed the current trend away from vocational education which may lead to a dead-end job, and insisted on the feasibility of college for everybody. Even better would be a combination of academic education and development of vocational skills, which can be used to finance college education. The new activist philosophy of the Urban League was apparent to the interviewers and disturbing to them. (See Professor Johnson's lecture for an interpretation, p. 99).

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

1. Teachers who participated in this clinical experience describe the Urban League program during a professional meeting. They may supplement their insights by showing Urban League films.

2. The supervisor arranges for a member of the Urban League to discuss with the teachers the history of this agency and its evolving philosophy and aims. Questions and answers should follow and be the basis for a later group discussion among teachers and supervisors. Real understanding of the causes and rationale for the changing philosophy should be the objective.

3. The supervisor organizes a panel of teachers who have visited this and similar agencies to (a) analyze the differences in types of deprivation suffered by various poverty groups and by the same groups in different neighborhoods, and (b) examine the ways in which the agencies serving them differ in goals and methods.

VISIT TO AN AGENCY DEVELOPING LEADERSHIP POTENTIAL IN AN ETHNIC YOUTH GROUP

Clinical Experience No. 13

DESCRIPTION OF EXPERIENCE	THE INSIGHTS ACTUALLY GAINED BY PERSONS WHO FOLLOWED THIS OUTLINE
The supervisor identifies an agency sponsored by an ethnic group for the advancement of its youth and arranges for an interview and observation. The supervisor acts as liaison between the teachers and the agency in setting up the experience.	Five members of the workshop visited the Manhattan center of ASPIRA. About 60 student leaders from ASPIRA clubs in high schools, churches, and youth centers in the metropolitan area met for briefing and a second lecture on Puerto Rican history in preparation for a free two-week trip to the island. The trip was given to the outstanding leaders as an incentive for their club efforts during the past year.
PURPOSES OF THE PROJECT To introduce the teacher to the aims and objectives of the agency To learn ethnically oriented devices used to motivate students to work to their full potential To use the agency as a referral resource for his students	
STEPS TO BE FOLLOWED I. The teacher who volunteers for the project clears the plans during a telephone conversation with the advisor, requesting an appointment at a time when typical programs are in session.	
II. The teacher and advisor arrange a place and time for the meeting.	II. The advisor was 45 minutes late for the briefing session; the student meeting began 15 minutes late.
III. The teacher and the advisor meet for a briefing session on the aims of the agency.	III. ASPIRA is a private educational agency which works to develop existing talents and capacities among Puerto Ricans to provide them with greater opportunities for educational and career advancement. In 1957, only 100 Puerto Rican students in New York were going on to college; today 300 high school students are planning to continue their education. This would indicate that, with

	III. (continued) proper direction and motivation, it is possible to stimulate disadvantaged youth.
IV. The teacher observes a representative group of young people conducting a scheduled activity. The purpose of the teacher's presence should be recognized.	IV. Membership in ASPIRA is a privilege, and the students who had qualified for the trip were obviously very high-type young people. The advisor was a lawyer, who provided an image of a successful member of the ethnic group. He was soft spoken, unperturbed by the noise during the assembling of the group, and had excellent rapport with the students. He joked with them but let them know that he was in complete charge and would tolerate no nonsense during the trip but would be a delightful companion. The students questioned him about their free time in Puerto Rico. He told them that it would be structured and they would not be permitted to scatter at will, for he was responsible to their parents for their safety. There would be small groups for certain sightseeing and shopping excursions, but no one would be allowed to go off on his own. The directive was not entirely to their liking, but they accepted his explanation of the reason for their enforced togetherness. One boy asked if he must shave off his mustache before he could go. The answer was No. Everybody was taking $25 of his own money for souvenirs and incidental expenses, and the advisor was collecting this money for safekeeping. Many of the students had relatives in Puerto Rico whom they wanted to visit, and the advisor was collecting permission slips for this visit. The slips must name the person who would call for the student, and he would not be permitted to leave with anybody whose name was not on the permission slip. Again the students accepted the advisor's firmness.

IV. (continued)

The woman who lectured on Puerto Rican history holds a doctorate and also provides an image of achievement. She supplemented her lecture with many postcards of spots which the group would soon see.

This activity provided insight into the complementary nature of such a well-structured youth activity, which has an educational function just as important as that of the schools.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

The supervisor attempting to contact a similar local agency that serves a special ethnic group of disadvantaged youth should be aware that although there are not many ASPIRA groups throughout the United States, there are probably other groups working in the community that are conducting similar projects.

1. A report on the teachers' findings would be made to the entire business department at a faculty meeting.

2. Visits by other teachers may be made to other agencies with similar goals. These teachers might conduct a group report of their findings to their colleagues, pointing out areas of similarity and difference.

3. The supervisor and business teachers encourage those students who perform well in their ethnic groups to participate in club activities within the department and in the school. In this way they will be made to feel a part of the total school and community rather than just their ethnic neighborhood.

4. Students who might benefit from the activities of the agency should be urged to join. The teacher might find a way to give in-school recognition to successful participation in the program.

5. Some teachers might want to volunteer their services to this type of agency, a mutually beneficial experience.

VISIT TO A NEIGHBORHOOD CIVIC/SOCIAL CENTER
DEALING WITH GENERAL LEADERSHIP DEVELOPMENT
Clinical Experience No. 14

DESCRIPTION OF EXPERIENCE	THE INSIGHTS ACTUALLY GAINED BY ONE PERSON WHO FOLLOWED THIS OUTLINE
The coordinator involves a group of teachers in a visit to a neighborhood civic and social center. The coordinator acts as liaison between the center and the teachers desiring to visit there.	The coordinator of the institute secured the weekly schedule of the Henry Street Settlement House and asked for volunteers to interview a staff member. One member made the visit.
PURPOSES OF THE PROJECT To learn how the center contributes, along with other agencies including the school, to the total education of the child To explore possibilities of coordinating school and center activities so that they complement each other	
STEPS TO BE FOLLOWED	
I. The coordinator contacts a local neighborhood center by letter or telephone to schedule a visit. He mentions that the center's program may offer insights to the schools working with the disadvantaged.	
II. Before the trip, the visitors plan items to be discussed: Purpose Philosophy Programs Operations Evaluation	
III. Upon arriving at the center, the visitors report to the main office and Identify themselves. State their purpose for coming. Ask for the person at the center who initially scheduled the visit. Hold a conference with him.	III. Purpose of Henry Street Settlement: The central objective of Henry Street Settlement is to increase the options of neighborhood residents who have the least number of alternatives open to them as they attempt to solve the basic problems of survival in the city ....Henry Street's aim is to create an urban environment in which the same opportunities for development of

III. (continued)

personal capacity are available to all people. The key problem with which we must deal in attaining our objective is that the leaders have few answers and the persons whose lives we wish to affect are not, for the most part, engaged in any constructive civic process.

Philosophy of Henry Street:
Program participants, board, volunteers, or staff advance program ideas and execute them as a fully cooperative effort involving all four partners.

Programs at Henry Street:
- Recreational
- Educational-tutorial
- Cultural
- Community Service

The summer programs for teen-agers at Henry Street include:

Summer Day Camp for 100-120 boys and girls ages 7-11, under the leadership of eight junior counselors from Neighborhood Youth Corps, eight senior counselors (college students and others), two supervisors, and one director.

Youth and Sports for 300-400 boys and girls, ages 12-21; part of an area-wide sports program sponsored by over eight community organizations.

Other general programs: Arts for Living, Family Day Camp trips for 156 family members per day; other trips to camp for 270 boys and girls, ages 8-13; Music School; Community Consultation Center.

Operations at Henry Street:
The building is about a year old; the programs are in the process of development.

	III. (continued) Participants were largely from the black community; leaders were predominantly white (five of six). This might not be a true picture, since the observer's exposure was limited. Henry Street is financed mainly from private funds and resources. There are some indirect allocations from poverty programs; but in the main, private contributions are the sources of support.
IV. The visitor observes:	IV. Observations about the Henry Street neighborhood:
A. Social Factors Ethnic composition of the neighborhood and center Age levels of program participants Academic and professional aspirations of participants and prospects for success Area housing	A. Social Factors A combination of new low- and middle-income housing. Substantial old housing remains. Mixed ethnic groups: Jewish, Negro, Puerto Rican. Participants at the settlement seemed to be mostly Negro.
B. Economic Factors Employment opportunities for participants Average income of participants Feedback of economic progress of former participants	B. Economic Factors General aura of poverty rested over the entire neighborhood, especially in the next block from the settlement which had many old, deteriorating buildings.
V. Visitor reacts to the observations at the center and records them after termination of visit.	V. A dichotomy exists in Henry Street operations: An attempted professionalism has been injected into the Henry Street activities--a trained white educational consultant had been hired. The secretary to the director was a temporarily unemployed dancer. While she was quite interested in the programs, the observer felt that she would terminate service if employment as a dancer became available. The developmental state of operations prevented wider inquiry. The

V. (continued)

telephone rang constantly; participants and staff were constantly asking for information and materials.

Difficulties with counselors were apparent. Some had not reported for duty; others expressed dissatisfaction with the work they were doing.

Difficulties in running neighborhood projects are similar to those met in business education:

indifference
apathy
lack of commitment
lack of personnel

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

1. Teachers who participate in this experience could hold a discussion relating to the insights gained. A report could then be distributed to all business teachers in the district.

2. Directors of the local neighborhood center or a social worker could attend a teachers' meeting to discuss the social, cultural, economic aspects of the life of the disadvantaged student. The culmination of the program might well be an exchange of ways in which the agency and the school can complement each other's efforts.

3. Teachers might volunteer to participate in the leadership of activities in a community center.

VISIT TO AN EDUCATIONAL AGENCY OUTSIDE THE PUBLIC SCHOOL STRUCTURE

Clinical Experience No. 15

DESCRIPTION OF EXPERIENCE

The supervisor locates contacts with a federal training agency through which teachers he supervises can broaden their understanding of the program as it operates to meet the needs of the disadvantaged.

The supervisor acts as liaison between the teachers and the federal agency in setting up the experience.

PURPOSE OF THE PROJECT

To become acquainted with any unique teaching methodology, use of equipment, and/or curriculum that may make the teachers more effective in working with the culturally and economically disadvantaged.

STEPS TO BE FOLLOWED

I. The teachers contact the local agency to explain the objective of a proposed visit. A definite appointment should be made and kept.

II. The teacher modifies the following checklist as a guide to his visit. (These programs have many visitors and welcome only pertinent questions.)

THE INSIGHTS ACTUALLY GAINED BY ONE PERSON WHO FOLLOWED THIS OUTLINE

Arrangements were made to visit the New York City Adult Training Center on the lower East side. The program is funded by the federal government and uses Board of Education facilities.

Students come to the facility through direction provided by the State Employment Office, Department of Welfare, community welfare groups, and the State Department of Vocational Rehabilitation.

II. Responses to checklist:

A. General	A. General
1. The ethnic make-up of the neighborhood, of the participants	1. Usually Negro and Puerto Rican; one typing class of Chinese women who had emigrated only two months ago
2. The age levels	2. Average age of 25 years; entry level 17
3. Previous academic and work experiences	3. Range from no formal education to high school graduation
4. Aspirations	4. Low-level employment in clerical and shop jobs
5. Family and housing environment	5. Lower East side; most of them in a Puerto Rican ghetto

II. (continued)	II. (continued)
B. Economic Factors	B. Economic Factors
1. Employment opportunities for those who complete the program, for those who complete only phases of the program	1. The school publishes a newspaper every few months in which letters from graduates are included. Graduates indicate that they are earning salaries ranging from $70 a week to $120 a week.
2. Average income and allowances for participants	2. Students receive about $20-$35 a week during their training. They may attend a maximum of 72 weeks.
3. Follow-up information relative to successes of former participants	3. Some students attend for the money only with no interest in learning.
C. Education Factors	C. Education Factors
1. Curriculum versus traditional secondary curriculum?	1. Not unique; traditional guidelines; typing three hours daily, five days per week.
2. Unique texts, audiovisual presentations, and teacher aids, paraprofessionals?	2. Traditional texts, machines, and furniture.
3. Standards for evaluation; goals and objectives?	3. Teachers indicated their feeling that the program has lost its value. They said it was very effective when it began four years ago but has now become a welfare agency.
4. Pupil-teacher ratio?	4. P/T is only about 20/1. Teachers indicated that the Chinese students did well in spite of language problems because they wanted training. Many of the others were there only for the money.
5. Attempts to develop problem solving as well as skill training?	5. None
6. Physical plant?	6. An eighty-year-old elementary school in relatively good condition.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

A committee of teachers could screen the federal outlines of MDTA programs for suggestions for modified course content and teaching methodology.

VISIT TO A COMMUNITY CENTER YOUTH DISCUSSION GROUP

Clinical Experience No. 16

DESCRIPTION OF EXPERIENCE

The supervisor contacts a community center seeking to aid disadvantaged teen-agers in coming to grips with the larger environment. He proposes that a teacher visit the agency to learn more about its program.

PURPOSES OF THE PROJECT

To enable the teacher to gain a better understanding of the environmental conditions that affect the pupil's learning and behavior patterns by seeing the student in his natural habitat

To create an opportunity for an interchange between students and teachers outside the classroom

To acquaint teachers with the various community agencies and services from which they might draw transferable technique

To give teachers a resource to which they may refer students

STEPS TO BE FOLLOWED

I. The teacher contacts the director of the social or community agency and makes an appointment to observe the teen-agers in action.

II. The teacher adapts the following checklist to the situation:

How does the agency serve the community?
What are its particular problems?
What age, sex, and interest groups does it serve?
Is the group being observed the same as the constituency the agency purports to serve?
What is the reaction of the group to the program?
Does the program seem beneficial to the group?
Does the agency seem to welcome the interest of the school in its program and to encourage a cooperative approach?

THE INSIGHTS ACTUALLY GAINED BY ONE PERSON WHO FOLLOWED THIS OUTLINE

The teacher observed a teen-age group at the Lenox Hill Neighborhood Association for a "Rooftop Discussions" program, held each Tuesday night for teen-agers. The topic to be discussed was "How to Find a Summer Job."

II. (continued) How can the agency and the school be of mutual help to each other? How do the teen-agers react in this setting as compared to their classroom behavior? How are they dressed? How do they express themselves? Would the director of the agency be interested in presenting his program to the PTA or teacher group? How did the experience benefit the observer? How can the experience help to improve the teacher's technique or attitude?	
III. The teacher telephones on the day of the appointment to confirm the arrangements.	
IV. The teacher arrives at the agency at the appointed time wearing suitable clothes.	IV. The teacher arrived at the appointed time, but the program was delayed because the director was late. The receptionist was not aware of the appointment.
V. The teacher observes, unless invited to participate.	V. The teacher was asked to enter into the discussion. The agency conducts its teen-age program with deliberate informality; therefore, the program started late. As this was the first session of the weeknight "Rooftop Discussions," the director explained the reason for the program and the ones to follow. Both black and white teen-agers were present. Some of the white teen-agers were impatient with the program; they preferred playing games. The Negro teen-agers were interested, but reluctant to enter into the discussion. After a short lecture on job placement by the director, two of the Negro teen-agers asked for help

V. (continued)

in finding a job. The director explained how to dress for the interview, where to go for help in finding a job, what information they need when applying for a job, etc. His manner was very informal, friendly, and interested. One of the Negro boys wanted a summer job very much but was afraid of the interview. Another Negro boy offered to act as the employer and interview him in front of the group. The role playing was excellent. After the practice interview, the boy felt more confident and requested the address of the firm having the job opening, a laundromat that did not require any specific skill. He left immediately to visit the laundromat and apply for the job that night.

Because the "Rooftop Discussions" program was new, it was not too well received. The teen-agers were not prepared and were a little suspicious of the proceedings. However, after the director explained the purpose and the fact that the Council had voted for it, they entered into the discussion. (The Council is composed of leaders of the various center groups.)

The informality of the center and especially the discussion group encouraged free discussion. The director was very much interested in the teen-agers and tried to identify them by name.

The teen-agers seemed more relaxed than in a school situation.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

1. The teacher reports on his experience at the first appropriate professional meeting and conducts an open discussion on the value of such clinical experiences, recommending others.

2. The teacher may adapt the teen-age discussion of vocational and placement problems to the classroom, using role playing as a reinforcement technique. This might introduce an entire unit on employment.

3. The teacher may volunteer as a resource person to a similar agency or use the agency personnel as classroom speakers.

4. The teacher may recommend membership in the agency to certain students: those whose language difficulties might be improved through participation in discussion, those who might benefit from association with the agency membership, etc.

VISIT TO A PARENT MEETING AT A COMMUNITY AGENCY

Clinical Experience No. 17

DESCRIPTION OF EXPERIENCE	THE INSIGHTS ACTUALLY GAINED BY PERSONS WHO FOLLOWED THIS OUTLINE
The supervisor obtains schedules from local community centers of scheduled meetings involving both parents and teen-agers and encourages his teachers to observe such a meeting.	Two members of the workshop attended a planning meeting of parents and teen-agers who would participate in the project Teen Travel 1968 at Interfaith Neighbors.
PURPOSES OF THE PROJECT	
To learn about the techniques used by agencies supportive of the schools	
To observe interaction between teen-agers and their parents in a non-school setting in order to understand the forces affecting high school students	Unfortunately, the second purpose could not be realized. Although the person arranging the meeting was led to believe that it was a meeting of parents and teen-agers, only the parents were involved.
STEPS TO BE FOLLOWED	
I. The teacher familiarizes himself with the purposes of the agency.	I. Interfaith Neighbors is supported by 26 churches in a middle-class or lower middle-class neighborhood. It serves troubled teens by planning group activities such as trips to the beach, overnight camping trips, and city events. The membership is of mixed race and nationality. For legal reasons, Teen Travel 1968 is a separate corporation sponsored by the same churches. The Teen Travel 1968 project is planned for 30 boys and girls at a total cost per child of $30, of which the child is asked to pay $5 if possible.
II. The teacher observes the interaction of staff, parents, and teen-agers in the group meeting.	II. Only five of the 60 parents attended the meeting--one Negro, one Puerto Rican, one German, and one Caucasian who had always lived in New York. One of the staff members commented that this attendance figure was "about par for the course." Many parents have as many as 10 or 12 children, speak poor English, and are uncomfortable in small, group-participation meetings. Juice and cookies were served, and the meeting was continued on an informal basis.

	II. (continued) The parents who did attend were enthusiastic about the program and felt that their children would benefit from the trip planned. They discussed the program openly, although they were less communicative than the staff members. The staff members were dedicated and effective.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

1. The teachers visit other such organizations or volunteer their services to an agency which promotes interracial cooperation.

   Business teachers would be asked to apply this approach toward the orientation of business students to business. Trips would be scheduled during the school year, with travel to business firms. This type of experience would be especially helpful to eighth, ninth, and tenth grade students for motivational purposes.

2. Business teachers would make children aware of the types of programs available and encourage their participation.

3. Students who participate in community centers acquaint other children with the benefits to be derived from these experiences. Their involvement would stimulate and motivate potential participants.

ORGANIZATION OF A JOB FAIR

Clinical Experience No. 18

DESCRIPTION OF EXPERIENCE

The supervisor locates contacts with a community agency through which he and the teachers he supervises can cosponsor a Job Fair for disadvantaged youth.

The supervisor acts as liaison between the school and the cooperating agencies.

PURPOSES OF THE PROJECT

To acquaint the teachers with the opportunities in the community for disadvantaged youths

To get a job for a student who is too shy to apply at the company personnel office

To make the student aware that he must have some kind of salable skill to get a job

STEPS TO BE FOLLOWED

I. The supervisor secures the cooperation of a community agency in sponsoring a Job Fair. (Chamber of Commerce, Administrative Management Society, or State Employment Service, for instance).

THE INSIGHTS ACTUALLY GAINED BY PERSONS WHO FOLLOWED THIS OUTLINE

A Job Fiesta was sponsored by the Women's Program, New York State Department of Commerce, the State University of New York Urban Center in Brooklyn, and New York State Employment Service on Saturday, June 29, 1968, from 9 a.m. to 3 p.m. at Central Commercial High School, New York City.

Advance publicity invited girls and boys, men and women, high school graduates and non-graduates to "Come where the action is" for office jobs. Through the local high schools students were given job résumé forms.

The commissioner of Labor participated in elaborate ribbon-cutting ceremonies. Members of radio, TV, and the press covered the affair throughout the day.

Supervisors attending the institute assisted on the day of the Fiesta.

I. A state agency sponsored this activity, but was very careful to involve other state offices in planning and execution and to secure the cooperation of such city organizations as the Commerce and Industry Association (Chamber of Commerce).

II. A meeting of teachers who volunteer for the project and representatives of the cooperating agency is arranged by the supervisor to set up objectives and plans for the Job Fair.	II. The goals of the Job Fair should have been defined more clearly. Advance publicity led applicants to believe that there would be "hiring on the spot," but this was not generally followed by the cooperating firms.
III. At least three months before the Job Fair, the following committees are set up to handle details: Building Communications Entertainment Hospitality Refreshments Publicity Budget (Treasurer) Student Liaison Decorations Sponsors	
IV. Units on preparing job résumés and participating in interviews are incorporated into appropriate course outlines.	IV. Many applicants demonstrated lack of training in applying for a job.
V. The Job Fair is held.	V. The school was not a good place to hold this Job Fiesta. Students react adversely to events of this type held in school. A "job" to them is outside the school confines. Also, space at Central Commercial High School was limited. There were 37 companies that had booths. This was not a very large representation considering the size and variety of jobs available in the Manhattan area. The entertainment, a rock-and-roll band composed of young musicians and a radio personality who announced vacancies still available and suggested which interviews to seek, was very appropriate for the age group and for the occasion. When they arrived, the job applicants were given a directory showing the location of the various booths, and the number and kinds of jobs available in each organization.

V. (continued)

Refreshments were available throughout the day through the courtesy of two corporations.

The hostesses were able to help the applicants in finding the booths. What the students needed, however, was someone to help them with the directory of cooperating firms. They could not understand how it was to be used.

Attractive psychedelic decorations, donated by a department store, enlivened a drab environment.

It was a grueling experience for the interviewers, but they remained cordial to all applicants. Most companies had two representatives; some had a male and female to indicate opportunities for both in their companies. Most had one representative from a disadvantaged group as an interviewer.

The students did a poor job of preparing their résumés. Most did not prepare them until they received a second copy at the door the morning of the Job Fiesta. The schools excused themselves, reporting that the forms were received on the last day of school.

It would have been easier on the interviewers if the 2,000 applicants had not all arrived when the doors opened. There was a rush at first, but things quieted down by noon. If different times had been assigned by area or school, this would not have happened.

The Fiesta was well publicized before the event; and members of radio, TV, and the press visited the Fiesta during the day and talked with the students and photographed them as

V. (continued)

they were being interviewed. There were spot announcements inviting participation during the entire week preceding the Fiesta.

There was no budget for the Job Fiesta. The construction costs of the booths were paid by the participating companies.

VI. The committee checks with cooperating firms to learn the results:

number attending
number hired
number invited to the companies for interviews
attitudes of the interviewers and interviewees

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

1. The supervisor asks the chairman of each teacher committee that handled some phase of the Job Fair to collect his committees' ideas on what went well and what should be changed if the project were to be held another year.

2. The supervisor assembles a group of disadvantaged students who applied for jobs to get their reaction to the experience:

   How valuable was it to them?
   How well prepared were they for the interview?
   Where did they feel the school could do more to prepare them for this experience?
   How successful were they in securing a job?

   A list of suggestions could be prepared and brought back for use at a later teachers' meeting. Two representatives from the cooperating agency might be chosen to sit with the teachers at this meeting.

3. Very soon after the Fair, the supervisor contacts the interviewers to secure their comments and suggestions. Of special interest would be the number of applicants who followed up for the second interview and the actual number hired. One person representing the firms might agree to serve on the evaluating committee.

4. No later than two weeks after the affair, a round table would be held with the supervisor, teachers, student representative, and business representative.

5. About six months later, the supervisor checks with participating firms to learn if students are still employed and, if so, how well they are progressing on the job.

6. A teachers' meeting might include a progress report on activities they have included in their classes in preparation for the next Job Fair.

TEACHER PARTICIPATION IN A JOB FAIR

Clinical Experience No. 19

DESCRIPTION OF EXPERIENCE	THE INSIGHTS ACTUALLY GAINED BY PERSONS WHO FOLLOWED THIS OUTLINE
The supervisor makes arrangements with civic and educational groups for teachers to participate in a Job Fair. The supervisor acts as liaison between the teachers and the civic organization's steering committee in setting up the experience.	The supervisor worked with representatives from the Woman's Program, New York State Department of Commerce, so that four institute members could participate in its Job Fiesta which brought together 2,000 job applicants and interviewers from 37 corporations and service agencies in New York City.
PURPOSES OF THE PROJECT To find out current requirements for employment in business and industry To assess the effectiveness of the job-hunting units being taught To sensitize teachers to the frustrations encountered by the disadvantaged job seeker.	
STEPS TO BE FOLLOWED	
I. The teacher receives his assignment of responsibilities prior to the Job Fair.	I. One teacher gave out name tags to interviewers and participating dignitaries, another ordered lunch for interviewers, others counselled applicants about the types of jobs for which they were suited, several helped applicants with résumés and application forms, one canvassed booths to find out whether they wanted additional applications, etc.--anything to expedite the flow of interviews. Duties changed as the day progressed and new needs arose.
II. Each teacher is asked to eavesdrop on at least one interview or portion of an interview to find out the type of questions asked and the deficiencies of applicants in supplying satisfactory answers.	II. Interviewers stressed the importance of the applicant living at home or in a stable situation. All stressed the importance of completing high school. Definite skill requirements were stated for stenographic (secretarial) and clerical jobs--words a minute in shorthand and typing and, for office clerical jobs, arithmetic skills, facility in operating office machines. These were to be tested at the

	II. (continued) personnel offices. Store clerks were given second interviews on the basis of ability to communicate, use acceptable speech patterns, conform to standards in dress and grooming, and get along well with fellow workers. Some companies were willing and prepared to hire trainees (such as trainees for assistant managerships in a supermarket), but in the office area most interviewers were interested only in candidates with possibly employable skills. The interviewers had few summer jobs; they were looking for the high school graduate who could grow in a permanent position. Older unemployed applicants evoked the heartbreaking realization of the unemployability of some candidates. Business was understandably more interested in hiring competent workers than in the sociological implications of the event.
III. Each teacher talks with applicants about their aspirations, abilities, and problems. He also observes the group and draws conclusions about training needs.	III. Many observers showed surprise at the courtesy and good manners of most of the applicants. It is a sad commentary on their understanding of the group being served. Of course, a few flashily dressed and rowdy window shoppers appeared, but for the most part the job seekers were serious and genuinely concerned with not only getting a job but getting the right job. As usual, there were not enough opportunities for the male office worker in the usual entry-level jobs. The New York Urban Center (Brooklyn) answered many questions about further training. There was ample evidence that more attention should be given to job-getting techniques.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

1. The supervisor arranges a meeting in which a panel of teacher participants, students from different ethnic groups who applied for jobs, and a member of the cosponsoring organization exchange insights gained. A definite program for improving the unit on job seeking will evolve from this meeting.
2. A follow-up meeting might be held in which participating interviewers and teachers explore methods of improving school-business interaction.
3. Members of the vocational guidance staff might be invited to Meeting 1 and their help enlisted in directing students who will eventually become employable into the business program.

TOUR OF AN ETHNIC LIBRARY OR ART COLLECTION

Clinical Experience No. 20

DESCRIPTION OF EXPERIENCE	THE INSIGHTS ACTUALLY GAINED BY PERSONS WHO FOLLOWED THIS OUTLINE
The supervisor contacts the curator of a library or an art collection featuring works of an ethnic group that is representative of the school population of his community.	The group attended a lecture and tour of the Schomberg Collection in the Countee Cullen Library, New York City.
PURPOSES OF THE PROJECT To make the teachers aware that members of ethnic groups have made notable contributions to the culture and history of our country To instill in the teachers better understanding of the country in which they live and a better appreciation of the culture from which their students come	
STEPS TO BE FOLLOWED	
I. The teacher participant confirms the arrangements made with the curator by his supervisor.	
II. The teacher secures background information about the collection from the curator.	II. The Shomberg Collection, 45,000 volumes, is the principal source of information in the New York metropolitan area about the contribution of minority groups to the culture of this nation. Its founder, a dark-skinned Puerto Rican, began the collection 42 years ago to disprove the allegation made to him that "Black people have no culture and no history." In addition to the books, the collection includes thousands of priceless and irreplacable documents testifying to the role of Negro culture in this society. Associated with the collection is a new exhibit every month of painting and new sculpture produced by Negro artists.

	II. (continued) A part of the New York Public Library, the collection is now in need of supplementary funds to preserve a number of objects which are beginning to disintegrate.
IV. The teacher views the collection.	IV. Because of the fragility of some items, a close inspection was not made. The important fact seems to be that a collection of this type exists and is available to teachers, researchers, and others interested in the history of a particular ethnic group.
V. The teacher gathers material that may be useful to himself, students, and other teachers.	V. The curator distributed valuable lists and bibliographies. A portion of a film on Negro history from 1827 was shown.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

A partial list of available collections of a similar nature includes those at Howard University, Washington, D.C.; Fiske University, Nashville, Tennessee; Brooklyn Children's Museum (MUSE), Brooklyn, New York; International Afro-American Museum, Detroit, Michigan; Anacosti Museum, Washington, D.C.; Walker Art Center, Minneapolis, Minnesota; New Thing Art and Architecture Center, Washington, D.C.; Studio Watts, Los Angeles, California; Washington's Gallery of Modern Art, Washington, D.C.

If no similar collections exist nearby, a local library or bank may be interested in forming or exhibiting one.

1. Teachers report their experience at a meeting, using visual aids, and hold a discussion of the insights gained.

2. Teachers may want to encourage students to visit such a collection by planning a "reward excursion" to the collection.

3. Teachers interested in art may want to slant future acquisitions in the direction of ethnic artists and display them in classroom or office, explaining their origins as often as possible.

4. All teachers should become familiar with American heroes from minority groups and find ways to refer to them in classroom discussion (bibliography, page 106).

VISIT TO COURT

Clinical Experience No. 21

DESCRIPTION OF EXPERIENCE	THE INSIGHTS ACTUALLY GAINED BY ONE PERSON WHO FOLLOWED THIS OUTLINE
The supervisor develops contacts with the local courts so that he can arrange clinical experiences for teachers of disadvantaged youth.	The supervisors observed the proceedings at New York City's night court during its regular weeknight sessions. Arraignment at night court is the first step in due process, the entry experience for the accused. Night court was chosen because it represents the clearing house for all arrests during the hours in which it is in session.
PURPOSES OF THE PROJECT	
To enable the teacher to understand more fully the relationship of the disadvantaged student to the law and the means of administering justice To give the teacher insights into the reasons minority populations and "the authorities" are often distrustful of each other	
STEPS TO BE FOLLOWED	
I. The supervisor arranges for a group visit and verifies all details. Sometimes a telephone call will lead to a special briefing by the judge or court officer.	I. Although the person answering the night court telephone was told the composition of the group and the purpose of the visit and a request was made for a briefing and for seats near the front of the room so that the group could hear, no special concessions were given.
II. The teachers who attend inform themselves about the local court system and the function of the court to be visited.	
III. The group attends the session, sitting as close to the front as possible, and observes the proceedings and their effect on the accused.	III. It was difficult to hear the conversations between the judge, legal personnel, and accused. Legal coding of the types of complaints made it difficult to understand more than the announcement of the date set for the hearing.

	III. (continued) The courtroom was filled with families of the accused (many of them small children), police, and plainclothesmen. The judge and several of the court officers were Negro. Minority groups comprised the majority of the accused. There was an atmosphere of gloom, despair, and confusion. The rapid handling of the cases created the impression that humanity was being shuffled through a sea of legal jargon incomprehensible to all persons in the room, even some of the officers who held frequent conferences to clarify issues. The officer in charge of the gallery was rude and adamant. He reprimanded children for talking and told them to "shut up." As soon as he had reproved the children, too young to understand what he said, he returned to the front of the room and began visiting with his colleagues, a direct contradiction to his admonition to the children. Family participation and representation was sporadic. Emotions of parents were not usually controllable. The accused were usually compliant and often bewildered by what was taking place. They were literally herded into the courtroom from their adjacent cells to their positions before the judge.
IV. The group identifies itself to the court officer, who briefs them.	IV. The officer answered questions about procedures. He noted that the judge would take into consideration the fact that parental concern was present, and it had an effect on the handling of bail and setting the date of the hearing.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

1. The supervisor invites a member of the Legal Aid Society, bar association, or an attorney to speak to the teacher group about the court procedures (may precede the trip). He would familiarize the group with the reasons for the procedures and explain the coding of cases, for full interpretation is impossible during the visit.

2. A lawyer or judge and a policeman or plainclothesman belonging to the same ethnic group will discuss the types of legal difficulties teen-agers get into and the ways in which the school can reduce their incidence. The interchange will increase understandings. Possibly the policeman assigned to the school involved can participate.

VISIT TO THE RECEIVING ROOM AT A CITY HOSPITAL

Clinical Experience No. 22

DESCRIPTION OF THE EXPERIENCE	THE INSIGHTS ACTUALLY GAINED BY PERSONS WHO FOLLOWED THIS OUTLINE
The supervisor makes preliminary contact with hospital authorities to enable a teacher to observe the emergency-entrance and receiving-room proceedings. He selects a hospital serving a large percentage of low-income patients.	The teacher observed from the Emergency Entrance and from the rear of the Reception Room of Bellevue Hospital (a city institution), New York City, at 11 p.m. on a Friday night.
PURPOSES OF THE PROJECT To help the teacher understand that life and death matters are less obscured and closer to the very young disadvantaged than they are to the middle-class youngster and that teen-agers in low-income families often become solely responsible for large families when one of its adult members falls ill To give the teacher insight into the reasons the disadvantaged often fail to seek health benefits and avoid hospitals, even though their sickness and accident rates are considerably higher than those of higher socioeconomic groups	
STEPS TO BE FOLLOWED I. The teacher contacts the hospital staff member in charge of the reception and emergency rooms to learn the rules governing the proposed visit and asks advice about how and when the visit should be planned for maximum benefit.	
II. The teacher observes the reception room as unobtrusively as possible.	II. The reception room was filled with a number of minority people of all ages, mostly the very old and the very young. There seemed to be an atmosphere of confusion because the room was small, the chairs were askew, and end-of-day litter was strewn about. This impression of disorder was not justified by the activities of the hospital staff, who were performing efficiently, or the patients, who waited with limp resignation for

II. (continued)

their names to be called. The old-fashioned fans barely stirred the humid air; the yellow ceiling lights barely illuminated the scene.

The clerk stumbled over unfamiliar names, mostly Spanish, which were recognized by the youngster who nearly always accompanies each adult. It was usually the child who responded to the attendant's questions. Data was laboriously noted on the forms, after a series of three-way dual-language consultations. Symptoms were described as much by gesture as by language.

After each procedural step toward treatment was completed, another interminable wait began.

Arrangements for payment were made before medical attention was received.

There was no unnecessary talking. No one read, ate, strolled, laughed, or asked questions. The sick were not verbally reassured, but got patted or hugged frequently by other family members.

III. The teacher watches at the entry to the emergency entrance.

III. When the ambulance pulled into the driveway, pedestrians followed it to the entrance and observed the activity.

One man revealed that it was his habit to come here every night with his four-year-old and five-year-old children. At this moment, an ambulance appeared and the patient was given artificial respiration. The children commented that the patient was dead "just like the other one." Shortly thereafter, the intern pronounced him "dead on arrival," and the ambulance drove on to the morgue.

PROPOSED INSERVICE PROGRAMS TO FOLLOW THIS CLINICAL EXPERIENCE

After several teachers make a series of such "slice of life" observations in which poverty people face realities not often encountered by the middle class, they describe them and a sociologist or psychologist helps them interpret their experiences during an inservice session.

AN INTERPRETATION OF SOME CLINICAL EXPERIENCES:

ANALYSIS OF THE NEW THRUST OF THINKING AMONG THE BLACK COMMUNITY

Professor Carl Johnson
Educational Sociologist, Hunter College

"Identity," "coalition," and "economic experience" are new and hopeful words to Americans who observe trends in the thinking of the Black leadership and seek creative means to ease our nation's most acute domestic problem--racial inequality.

Black people are being encouraged to take pride in their unique physical appearance and to adopt dress and hair styling which acknowledge their African heritage. Their policy makers are urging universal awareness and acceptance of distinctive attributes and values held by "poverty people" (Black, Puerto Rican, Spanish- and Indian-American) which might enrich a middle-class culture formed during the last century from a largely Anglo-Saxon Protestant orientation. Increasing emphasis is being placed on building a Black economic power base, and business and industry are receiving more demands to train Black employees for management-level positions: Ownership and retaining profits in the community are becoming the priority goals.

For those who are shaken by this new thrust in Black policy, it might be well to trace the evolution of Black-white relationships in recent times. Until the 1940's the Negro population seemed relatively accepting of the position to which it had been assigned. With the peace that followed World War II, a restless stirring of the Negro began to be felt; tentative requests for a more equal distribution of rights, status, and wealth began to emanate from such carefully respectable organs as the NAACP. Simultaneously, Negro organizations instructed their own people in the virtues of patience, conformity, cooperation, compromise, and "becoming more qualified than anyone else so as to be admitted." Politicians found it expedient to appoint a highly visible Negro to their staffs.

Ten years later observant Negroes noted that housing, education, employment, and human relations had progressed little. Dr. Martin Luther King emerged with a strategy to dramatize the needs of the Negro: large, well-organized demonstrations of an essentially nonviolent nature focused on sensitive issues in resistant geographical areas. The technique resulted in new civil rights legislation and enforcement of some laws already on the books, allocation of some federal funds designed to relieve certain scattered factors contributing to the problem, and an expanded national consciousness and conscience.

It also brought hope to many Negroes, among them young people who reasoned that if things could change, why not all the way in their generation? It was these "under 30" youth who marched behind the militant leaders, themselves under 30. An underlying desperation philosophy came into being: only after illegal and anti-social acts sufficiently threaten "whitey" and his economy would he believe in the urgency and immediacy of their need. "Black Power" became the byword, and violence became the style. (There is considerable indication that Dr. King was preparing to adopt this viewpoint just before his assassination.) The technique, whatever it lacked in discipline and long-range objectives, effectively captured the attention--if not the sympathy--of white America.

Extremists pressed the concept of "separatism," a Black state expelling "whitey" and all his influence, and found enough bitterness to insure a following.

Two kinds of reaction are gradually setting in: (1) disillusionment as the method failed to bring capitulation of the white establishment and created, instead, violent resistance to pressure, and disenchantment when rumors that some militant leaders had been "bought off" by "whitey" were circulated, and (2) a growing, vocal rejection of the militant minority by the older, more conservative, and middle-class Black population.

Now, with leadership still uncertain, new goals are being developed, mainly by theorists and strategists from Boston and California. Though the elements of these objectives would have shocked The Establishment 25 years ago, it has learned enough since then to see reason, justice, and the possibility of implementation in them. The new thrust, then, points in these directions:

-- a pride in the special Black identity and heritage;

-- a demand to be part of the economic power structure, including the necessity for business and industry to invest considerable sums in the training of Black employees for management-level positions rather than providing jobs which produce unjustifiably large profits which leave the community; the concerted effort of government and private sector financial manipulators to help the Black community toward a greater ownership of its own resources; the inclusion in the school curriculum of the basic facts of our economic system, especially familiarizing students with applicable information about the stock market and other means of monetary accumulation;

-- the acceptance of a coalition of values which will include the distinctive qualities of all minority Americans, not just the Anglo-Saxon Protestant majority (example: after integrated schools become a reality, the Black community discovered that it was not satisfied with the often mediocre, middle-class oriented education it saw taught by instructors who were not aware of or sympathetic to their children's problems);

-- the opportunity to make and implement decisions vitally affecting the Black community, not have thrust upon them the fait accompli results of even well-conceived "programs" by even well-meaning outsiders.

Leaders advocating these concepts are rising. If all Americans give them support, feel a personal commitment to helping them achieve these legitimate goals, and refuse to allow them to fall into discredit among their own people by our giving lip service to their plans while standing in the way of a full realization of them, we may reap an abundant harvest. We may see an end to racial strife and a beginning of a better nation in our own lifetimes.

BORROWING INNOVATIVE IDEAS FROM OTHER PROGRAMS TO IMPROVE THE TEACHING OF DISADVANTAGED BUSINESS STUDENTS

For help in compiling this information, business, industry and other subject fields were researched to learn how they use the principle of total involvement of the individual in their training methods. Some of the ideas presented may seem revolutionary to the traditionalist, but they are successful in preparing the disadvantaged student to enter business. Effectiveness must become the criterion for adapting any method or technique to the classroom if we are to achieve our goals.

INNOVATIONS IN TRAINING THE DISADVANTAGED

CREATING NEW CAREERS

"New Careers and Black Power" by Wilfred T. Ussery. Excerpt from presentation to House Committee on Education and Labor, July 17, 1967

New career positions should be created for persons interested in areas of recreation, medicine, education. Jobs should be developed in a specific field for a specific person desiring one. Promotional training should be provided on the job.

CURBING DROPOUTS

THE DROPOUT PROBLEM, A CHALLENGE TO INDUSTRY AND THE BUSINESS COMMUNITY. National Association of Manufacturers, 297 Park Avenue, New York, New York 10017

Industry, business, and education team up to "Knock-out dropout" in a five-step plan to prevent the dropout before and help him after he leaves school.

1. School program on "Stay in School" and "You Figure It Out," prerecorded tapes of interviews that stress job qualifications, problems of the dropout job seeker. Industrial representatives counsel the interviewee.
2. Public programs via mass media orient the dropout.
3. Training programs for dropouts provide industry and business facilities, equipment, training materials, and an instructor to give on-the-job training. Employment is not guaranteed.
4. Training programs for potential dropouts
    a. Half-day school, half-day work
    b. Created job for individual which was part-time training
    c. Big-brother plan in which a trainee was assigned to an executive of the company for counseling purposes
5. "Double E" (Employer-Education). Two trainees fill one job. One is in the school; the other is on the job.

"An Answer to Dropouts, The Nongraded High School." THE ATLANTIC MONTHLY, November, 1964, Vol. 214

Melbourne High School, Florida, students were grouped according to their performance. Quest phase, 60th to 80th percentile was for students with creative ability.

In this multiphased school, courses have been reorganized into phases that reflect not the grade in which they are taught, but the students' ability to grasp the subject and his willingness to throw his weight into the task. Phase 1 is the remedial section for students who need special assistance. Phase 2 emphasizes basic skill subjects; Phase 3 is for those ready to go to major substance of curriculum fields; Phase 4 is the subject in depth and with concentration; Phase 5 is for those with ability for independent study.

"Norwalk Teaches How to Get a Job." NEW YORK TIMES, August 20, 1967

Working under a grant from the U.S. Department of Labor, fourteen unemployed adult Negroes took a three-week course aimed at overcoming some basic obstacles to steady employment. It was patterned on a program developed in Chicago by the YMCA. No employment skills were taught, but aim was at instilling "an acceptable orientation toward employment." Such things as manner of speaking and dressing properly for the job were stressed. Norwalk Manufacturing Council found jobs for them after the course ended. Negroes in early 20's received $45 during training. (This device, if used while students are still in high school, might encourage some to remain in school.)

"10 Proven Programs to Prevent Dropouts." SCHOOL MANAGEMENT, October, 1965

Ithaca, New York, offers an evening extension program at the high school under the supervision of qualified teachers and guidance personnel. Courses are paid for by the district and offer a far wider range of subjects than the typical evening school program. Four teachers, plus part-time service of a coordinator, guidance counselor, remedial reading teacher, social worker, and psychologist work with them. Business teachers could very well be included in this team. Classes meet two hours a night four nights a week. Heavy emphasis is on guidance. Curriculum is determined by need.

YOUTH EMPLOYMENT PROGRAMS IN PERSPECTIVE. Judith Benjamin, Seymour Lesh, and Marcia K. Freedman. U.S. Department of Health, Education, and Welfare, p. 55

The major thrust is rehabilitation and improvement of habits, attitudes, or skills presumed to be necessary for becoming employed. There are five types of work-experience programs:

1. For Disoriented Youth. Simple outdoor skills on teamwork basis in groups of six boys working eight hours a week at 60 cents per hour while attending school; 16-17 age group; supervised by case aide. Advanced group received $1.25 on commercial projects. Work-school program.
2. Contract-Custodial. Receives 54 hours of formal training before going on job. $1.60-$1.75 per hour first six weeks; $2.40 per hour later.
3. Supervised Work Experience Stations. Students employed on part-time basis 20 hours a week for six weeks with training at $20 a week in grocery and service organizations.
4. Casual Jobs. Students secure own job on open market or through CSES, and counselors work to upgrade employee to higher level of employment.
5. Work Trial. Youth is employed on trial basis. Part of salary subsidized by a service organization. Trial is for one month; if satisfactory, full-time employment.

GETTING ADOPTED BY BUSINESS

In Detroit and Hartford local businesses and insurance companies are adopting high schools. Their personnel assist in training the disadvantaged in special areas and for specific jobs. Business representatives help with extra-curricular activities, teach special classes, and are available whenever needed. In Denver, volunteers from the Rotary Club adopt boys who have no adult male companionship.

HELPING THOSE WITH SPECIAL POTENTIAL

PROJECT ABLE. This demonstration project develops, tests, and disseminates information about practices which identify and provide help for capable pupils from culturally disadvantaged or low socioeconomic backgrounds. The State Education Department, Division of Pupil Personnel Services, Albany, New York 12224

LEARNING ABOUT THE WORLD OF WORK

Preparing Youth for Employment, 1966-1967 Program, was developed by Western Electric Company in cooperation with New York City Board of Education.

As part of the Human Relations Unit in the eighth grade in two junior high schools in the New York area, students worked in groups of ten and were encouraged to develop their own potentialities and to become aware of the greater need for higher education. Company helped students become aware of employment opportunities. There were five phases: Planning, Orientation, Visitation, Guidance, and Follow-up. The Board of Education, the school, parents' associations, and Western Electric all met and worked to establish rapport among all groups. Parental involvement was a deciding factor.

Portsmouth, Ohio, plans a "shadow" day for ninth graders. The theme is "Stay in school and graduate to be a contributing citizen."

Visits are made to various places of employment, office buildings, factories, meat markets, wholesale groceries, construction jobs, and department stores. Students choose occupations they think they would like to follow after graduation and for one day accompany a person now employed at the job.

PREVIEWING THE JOB

Exploratory Summer Program for entering freshmen in Technical High School, El Paso, Texas

Ninety-six eighth-grade girls are counseled and placed in the prevocational program for six weeks; two hours a day for two weeks is spent in one of three skills (typewriting, cosmetology, and homemaking). Students rotate at the end of two weeks. Basic skills are taught in each subject area to help the student determine career training in high school. A comparable program for boys in industrial and technical fields aids boys of the same disadvantaged group.

Pre-Vocational Block for Low Achievers from the Disadvantaged Areas

Twenty-four eleventh-grade low achievers from Latin-American school districts are counseled and placed in a three-hour block of business subjects. One hour each is given to Typewriting 1, Record Keeping, and Business Arithmetic. Next year the students in the junior block will continue in the program. The senior block will be composed of Typewriting II, Bookkeeping, and Business Communications.

UPGRADING TEACHERS

(See AVA *Journal*, March, 1968)

Many schools are sending their teachers back to work during the summer to learn about jobs available and the education and experience required for them. Businesses break down jobs into work units which could make teaching the disadvantaged more meaningful.

DEVELOPING CLASSROOM RESOURCES WHICH PRESENT AN IMAGE OF THE BUSINESS LEADER FROM MINORITY GROUPS

One of the most effective motivating forces is self-identification with a successful image. Almost every famous athlete, scholar, political figure, and businessman has been encouraged and stimulated by a successful person he could look up to when he was young.

In the field of business education, it is very important that students become familiar with the contributions businessmen have made to the American economy. Almost everyone has heard and read about Henry Ford, Andrew Carnegie, and John D. Rockefeller. How many, however, are familiar with the names A. G. Gaston, Asa T. Spaulding, and John Wheeler?

To many students, the identification with businessmen who have attained great success may not be important. To the student who comes from a minority-group background, however, it is vitally important that he have an image, a person to look up to, an opportunity to think: "If he did it, and he comes from a minority group, then I can do it, too!"

In schools where minority groups are enrolled in business courses, it would be helpful to the teacher if he had a bibliography of newspaper and magazine articles or books from which he could make information available to his students. This bibliography might be used in all business classes and possibly in other subject areas as well.

A start toward compilation of such materials was made in the institute. Although it is recognized that much more needs to be done, the attached bibliography of printed and visual materials will be of value to supervisors in developing in-service programs for business teachers of disadvantaged students. It is not extensive, and it needs to be enlarged and updated regularly. Available material on Mexican-American, Indian, and Puerto Rican businessmen in this country is almost nonexistent.

HOW TO USE

The manner in which this bibliography might be used will depend on the individual teacher. One way that he might utilize it would be in a General Business class in which disadvantaged students are enrolled. Students could be assigned, or better still, they could volunteer, to report on one or more of the articles or books listed. They might add materials not included in the bibliography, especially those about local figures.

Admittedly, the number of business executives from minority groups is abnormally low considering the overall population; but it is growing steadily and more opportunities are available today than ever before. Learning about them should be of immense importance when the most successful businessmen many students have known is the corner grocer.

Another way in which the teacher might publicize the contributions of executives with disadvantaged backgrounds would be to construct a calendar with the picture of a prominent business leader from this group, including a description of his contributions to business. The calendar would have a different business leader for each month. If possible, local business leaders should be highlighted.

Other sources of material would be the news media, politicians in the area, and the chamber of commerce. Also, in many of the larger cities, there are organizations whose purpose is the promotion of their race in business and community activities. These organizations are happy to assist in projects of this type.

HOW TO DEVELOP AND UPDATE A BIBLIOGRAPHY

The supervisor might want to offer an inservice program for business teachers, whose primary purpose would be to develop a bibliography of magazine and newspaper articles, books, films, filmstrips, recordings, etc., depicting the contributions made by Americans of minority-group backgrounds to the business world, following these steps:

1. Offer an inservice course for approximately ten weeks, meeting once a week for two hours after school or on Saturdays.

2. Discuss the role of minority-group business leaders. List the prominent business leaders they know who come from Negro, Puerto Rican, Indian, or Mexican-American backgrounds.

3. Use the attached bibliography as a start, with teachers being asked to add to it. The teachers could work individually or in teams or committees.

4. Include, if desired, the contributions made by persons who are inventors, writers, and artists.

5. Discuss the materials assembled, deciding what to keep, what to discard, and make suggestions for using them effectively.

6. Make the bibliography available to all teachers in the district to help them teach the contributions of persons of minority-group backgrounds to the world of business more effectively.

BIBLIOGRAPHY

of

Business Leaders Among Minority Groups

"A Negro Integrates His Markets," BUSINESS WEEK, May 18, 1968

The Negro president of a meat-processing firm discusses his success in business which has grown in sales volume to 7.5 million dollars per year.

"Aiding Negro Businessmen," BUSINESS WEEK, April 18, 1968

The Philadelphia Fellowship Committee and the Drexel Institute combine to do research to guide small business in uplifting itself.

Alba, Victor. THE MEXICANS. Frederick A. Praeger, 1967

The stereotype of the Mexican-American's personality.

"America's 100 Richest Negroes," EBONY, May, 1962

Vignettes and photographs of successful Negroes in various areas, including business.

"Banker with a Mission: J. H. Wheeler," BUSINESS WEEK, May 16, 1968

The impact of John H. Wheeler, president of Mechanics and Farmers Bank, Durham, North Carolina, the largest Negro-owned bank in the United States, on the community.

"Big Business Names a Veep," EBONY, June, 1962

Harvey C. Russell, Negro business executive, becomes vice-president of the Pepsi-Cola Company.

"Birmingham Two Years Later," REPORTER, December 2, 1965

A. G. Gaston, self-made Negro millionaire, member of the President's Club, owns various enterprises, including a modern business school for Negroes.

"Breakthrough in Business," EBONY, November, 1964

List of Negroes who have broken through the "executive" barrier in recent years.

"Cleveland Millionaire: Alonzo Gordon Wright, Sr.," EBONY, August, 1961

Alonzo Wright has amassed a fortune.

"Computer Company President," EBONY, January, 1966

Thomas A. Woods, Negro businessman, heads a million-dollar data processing firm.

"Concrete Step Manufacturers," EBONY, December, 1963

Two Negro brothers operate a business in Indiana that grosses $75,000 per year.

"Drive to Set Negroes up in Business," U.S. NEWS & WORLD REPORT, August 31, 1964

The Small Business Administration offers special help to Negroes in major Eastern cities.

"Earl B. Dickerson: Warrior and Statesman," EBONY, December, 1961

An attorney and president of an insurance firm heads the largest Negro-owned business firm in the world.

"Ford Foundation Granted Funds to SCLC Program to Train Negroes in Urban Leadership," NEW YORK TIMES, January 6, 1968.

The Ford Foundation has granted funds to help train Negroes for positions of responsibility.

"Getting a Ghetto Back in Shape," BUSINESS WEEK, March 23, 1968

Negroes develop business firms in ghetto areas of five cities.

Ginzberg, Eli. THE NEGRO POTENTIAL. Columbia University Press, New York, 1956

Negroes have made gains since 1940 by getting more and better jobs in the urban economy.

"Harlem Is Proud of its Co-op," BUSINESS WEEK, June 1, 1968

The residents of Harlem build a co-op supermarket and involve their community in its ownership and operation.

Harmon, J. H., Jr., Arnett G. Lindsay, and Carter B. Woodson. THE NEGRO AS A BUSINESSMAN, The Association for the Study of Negro Life and History, Inc., 1538 Ninth Street, Washington, D.C., 1959

The names and types of business enterprises run by successful Negro businessmen in the early 1900's are described.

"How Negroes Can Get Ahead," U.S. NEWS AND WORLD REPORT, January 29, 1968

David Rockefeller gives advice to Negroes about getting ahead in the business world.

"How to Start a Business," EBONY, July, 1964

The Negro who wants to start a business of his own is given suggestions.

"Job Consultant for Big Business," EBONY, April, 1965

Richard Clark, New York Negro, serves as a consultant for many large corporations and seeks out qualified Negro personnel for business positions.

"Leading the League," TIME, July 8, 1966

Jackie Robinson, former Negro athlete is now a successful business executive, holding high positions in banking, insurance, and professional football team management.

"Long Thrust Toward Economic Equality," EBONY, August, 1966

Advances in business Negro women have made.

"Making of a Negro Middle Class," REPORTER, October 8, 1964

The Small Business Opportunities Corporation (SBOC) helps small business firms in the Philadelphia area.

"Mexican-Americans Make Themselves Heard," REPORTER, February 9, 1967

Prominent Mexican-Americans in the Southwest are beginning to exert pressure to bring about better economic conditions and job opportunities for their people.

"Million-Dollar Men of Insurance," EBONY, May, 1965

Some of the successful Negro businessmen in the insurance industry tell of their growth from very meager beginnings to their present status as business executives.

"Mississippi Chicken Processor," EBONY, February, 1963

Freddie Davis of West Point, Mississippi, built a business firm that grosses more than $350,000 per year.

"Negro Business Feels Stresses of Success," BUSINESS WEEK, April 9, 1966

Successful Negro-owned businesses are described. Photographs of Asa T. Spaulding, A. G. Gaston, and John Wheeler, among others, are included.

"Negro Businessman Speaks His Mind," U.S. NEWS AND WORLD REPORT, August 19, 1963

President of a nationally known cosmetics firm tells how the Negro, like anyone else, can get ahead in the business world through hard work and enterprise.

"Negro Gets Toehold in Harlem Retailing," EBONY, March, 1966

A Negro ex-accountant, Kenneth Sherwood, recently purchased a $445,000 furniture business in Harlem.

"Negro in Business," EBONY, September, 1963

The success in business attained by such business leaders as C. C. Spaulding, Frank Gillispie, Mrs. C. J. Walker, Alonzo Herndon, Harry Pace, Truman Gibson, and others is described.

"Negro Now," LOOK, March 23, 1965

Excerpts from "Who Speaks for the Negro?" are given with quotations by four Negro leaders.

"Negroes Get a Hand," BUSINESS WEEK, June 27, 1964

A New York group of executives helps Negro small businessmen by giving free advice and assistance.

"New Frontiers in Insurance," EBONY, February, 1967

Examples are given showing how Negroes have made advances in the insurance industry.

Nosow, Sigmund and William H. Form. MAN, WORK, AND SOCIETY. Basic Books, Inc., New York. 1962

A series of commentaries by different authors on the development of our occupational sociology. Economic development, including the contributions of minority groups, is traced from its inception.

"Ordeal of the Black Businessman," NEWSWEEK, March 4, 1968

The discussion of the problems of establishing a business shows that Negroes must be better trained to compete in the business world.

Ottley, Roe and William Weatherby. THE NEGRO IN NEW YORK. Oceana Publications, Inc., Dobbs Ferry, New York. 1967

In Chapter 5, headed "The Black Bourgeoisie," an account is given of the Negro's entry into the business world and his later progression. Several prominent business leaders are discussed in the book, including information about the type of business firms they are associated with.

"Problem Solver for Corporate Giants," EBONY, October, 1966

The Negro executive, W. A. Rutherford, is employed by large corporations to help solve business problems.

"Richest Negro Family," EBONY, January, 1963

L. M. Blodgett, Los Angeles Negro, became the richest Negro in America.

"Sweeney's Miracle," LOOK, November 16, 1965

A Negro rose from a janitorial position to a computer expert through the night school route.

"They Mind Your Business," AMERICAN EDUCATION, March, 1968

Howard University's Small Business Guidance and Development Center was established to save small Negro businesses, to improve their management, and to expand the employment they offer.

"Tribute to a Business Pioneer," EBONY, July, 1964

J. Walter Wills, Sr., Negro pioneer in insurance, was honored for his insight and contributions toward building business opportunities for Negroes.

"Triumph of a Stay-at-Home," EBONY, February, 1966

Berry Gordon, Jr., a Negro, founded and heads the Motown record industry.

"Urban Coalition Names WCBS Radio Executive," THE NEW YORK TIMES, March 23, 1968

John Murray, Negro executive at WCBS Radio in New York, was appointed to the position of vice president of the New York Urban Coalition, a national group of business, labor, and community leaders formed in 1967 to combat urban problems.

"Village Blacksmiths, Japhia Interiors," EBONY, December, 1965

A Michigan Negro family who founded Japhia Interiors, manufactures home decorative pieces.

"West Virginia Produce Family," EBONY, September, 1961

The James Family of Charleston, West Virginia, succeeds in the produce business.

"World of the Wealthy Negro," NEW YORK TIMES MAGAZINE, July 23, 1967

Several Negroes have attained wealth in the business world in areas such as insurance, loan associations, drugs, oil, cosmetics, real estate, and banking.

FILMS AND FILM STRIPS--NEGRO LEADERS

AMERICAN NEGRO PATHFINDERS, Produced by Vignette Films - Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California 90025. $6 each filmstrip, Series of six (boxed) $36.

"Mary McLeod Bethune: Courageous Educator"
One of the first American Negro Women to achieve prominence as an educator of Negro children who had little or no educational opportunity in the South. In the early 1900's, she began in a very small way to build a school in which to do this. Although she encountered many difficulties, including a great resentment on the part of some white citizens, her persistence and hard work finally won for her the respect of Negroes and whites alike. Her efforts helped to create a modern school complex known as Bethune-Cookman College. Her greatness as an educator and leader was officially recognized by President Roosevelt.

"Justice Thurgood Marshall: Mr. Civil Rights"
Thurgood Marshall was the first Negro justice appointed to the United States Supreme Court. He focused attention on the inequities which existed under the "separate-but-equal" doctrine. This led to the Supreme Court's order that all public facilities, no matter where located in the United States, must be integrated. As a result of his efforts, he was appointed a judge of a Federal District Court and was made the United States Solicitor General by President Lyndon B. Johnson.

"A. Philip Randolph: Elder Statesman"
A. Philip Randolph led in the civil rights and labor movements. He organized the Brotherhood of Sleeping Car Porters and gained its recognition by the Pullman Company. He fought against discriminatory hiring in defense industries during World War II, worked to end segregation in the armed forces during and after the war, and was a leader in the 1963 civil rights march in Washington, D.C. A vice president in the AFL-CIO and advisor to three United States presidents, he has worked to improve the way of life and to increase the liberties of all Americans.

"Dr. Ralph Bunche: Missionary of Peace "
Dr. Ralph Bunche, grandson of American Negro slaves, one of America's most noted diplomats. He worked his way through high school and the University of California. In his work for the United States Department of State and the United Nations, Bunche became recognized as an authority on African and Asian problems. He worked for peace in the Arab-Israeli war and has supported the civil rights movement in the United States. For his dedication to the cause of peace, he was awarded the Nobel Peace Prize.

"Dr. Martin Luther King, Jr.: Non-Violent Crusader"
Dr. Martin Luther King, Jr., was a Nobel Peace Prize winner for his leadership of a non-violent civil rights crusade. In the face of violence, Dr. King continued to counsel his supporters to demonstrate peacefully in order to secure civil rights for all. Without violence on their part, the followers of Dr. King have protested segregation of services at libraries, lunch counters, churches, and other public places.

"Gen. Benjamin O. Davis, Jr.: American Guardian"
Commander of both all-Negro and integrated military forces. When he first learned of an opportunity for admission to the United States Military Academy, Benjamin Davis, Jr., was not certain that he wanted to give up his plans to complete college and become a teacher. As a Negro, he became aware that some people felt he could not be successful at West Point because of his race. This made him determined to succeed. The first year, during which he was given the "silent treatment," was extremely difficult; but Ben persevered, and at graduation his classmates applauded his courage.

FREDERICK DOUGLASS - I.Q. Films, 689 Fifth Avenue, New York, New York 10022.
Two reels, 25 minutes each, black and white.

Dramatization of the role of the Negro in American history, slavery in the South versus discrimination in the North, the abolitionist movement, forced illiteracy versus equality of opportunity, the myth of racial inferiority, and the sacred trust of a democracy. An escaped slave, able to quote Shakespeare and Voltaire, risks recapture and reveals his true identity in order to fight for the freedom of others.

BIBLIOGRAPHY FOR UNDERSTANDING SOCIOLOGICAL AND PSYCHOLOGICAL BACKGROUNDS OF THE DISADVANTAGED

The following bibliography is arranged according to the priority of acquisition on budgets of $25, $50, and $100. The listed prices may be reduced by school discounts of 10% to 30%. In those cases in which a selection is available in both hard-bound and paper-bound editions, it is assumed that the paperback would be used. The first figure in the bibliography is the hard-bound edition; the second is paper bound.

For a Budget of $25

Bibliography Number				
2.	In the Midst of Plenty	$ .75		
7.	On the Outskirts of Hope	5.95		
12.	The Other America	.95		
13.	The Disadvantaged Child	4.95		
15.	Death at an Early Age	.95		
16.	Negro Self-Concept	2.45		
17.	Preparing Instructional Objectives	1.75		
21.	Adolescence: Contemporary Studies	4.50		
4.	The Black Power Revolt	2.95	$25.20	

For a Budget of $50

	the above list, plus			
18.	Poverty American Style	$4.50		
6.	The Negro Protest	2.50		
19.	The Culturally Deprived Child	3.95		
3.	Negro Politics in America	4.95		
1.	Economic Failure, Alienation, and Extremism	7.50		
6.	The Process of Education	1.35		
8.	Black Folk Then and Now (out of print)			
5.	The Anatomy of a Riot	1.95	$26.70	$51.90

For a Budget of $100

	the above list, plus			
9.	The Negro Challenge to the Business Community	$ 1.65		
10.	The Non-graded Elementary School	3.25		
11.	The Disadvantaged and Potential Dropout	18.50		
14.	Our Children Are Dying	1.35		
20.	Employment, Race, and Poverty	3.95		
22.	The World of Troubled Youth	29.95	$58.65	
				$110.55

DEVELOPING COMMUNITY AWARENESS THROUGH READING

No total inservice learning program should ignore the value of selective reading, the best basis for comparison and evaluation of the activities of the teacher. From the readings he can synthesize his reactions with those of other trained observers.

The traditional approach of assigning book reports will not involve teachers willingly in a reading program. Teachers, like anyone else, read what they want to. The problem is to make them want to read books that will result in an increased empathy with their disadvantaged students.

The suggested programs, pages 136-140, include techniques for involving teachers in reading. A skillful supervisor will guide the teacher through discussions into an understanding of the problems shared by both, and will cause the teacher to seek relevant information to help solve a particular problem. The teacher's topic-centered search will include a variety of media and experience, which he will supplement with reading to bring the knowledge into focus and add depth. Perhaps he will read only a few pages or chapters from a number of sources suggested by the following bibliography of popular as well as strictly academic materials.

BIBLIOGRAPHY FOR UNDERSTANDING SOCIOLOGICAL AND PSYCHOLOGICAL BACKGROUNDS OF THE DISADVANTAGED

1. Aiken, Michael, Louis A. Forman, and Harold Sheppard. ECONOMIC FAILURE, ALIENATION, AND EXTREMISM. Ann Arbor: University of Michigan Press. 1967. $7.50

   A study of the sociological and psychological effect of job displacement on 314 workers who were left jobless when the Packard plant closed. It examines the relationship between economic failure and the resulting personal alienation and political extremism, and it includes a comparison of the experiences of displaced white and Negro workers. The findings are related to prevailing theories of social integration and remedies for layoff problems.

2. Bagdikin, Ben H. IN THE MIDST OF PLENTY. Boston: Beacon Press. 1964. $4.50, 75 cents

   A description of the plight of America's poor on little-travelled dirt roads, in rural slums and city flophouses, on Indian reservations, and in migrant camps. Some are with skills, some without, many with families, and all with hopes, prayers, and aspirations, living without enough in the midst of plenty. In the families of the poor are 12,000,000 children, already assuming a bleak and hopeless outlook and very probably representing a multiplication of misery in the future.

3. Bailey, Harry A. ed. NEGRO POLITICS IN AMERICA. Columbus: Charles E. Merrill Books, Inc. 1967. $4.95

   Readings from various journals giving an empirical and systematic explanation of Negro politics in America.

4. Barbour, Floyd B. ed. THE BLACK POWER REVOLT. Boston: Porter Sargeant, Publisher. 1968. $5.95, $2.95

   A collection of essays which trace the concept of Black Power from the past to the present. It includes a section of historical documents as well as writings by contemporary spokesmen. The theme is identity: cultural, economic, and political.

5. Besag, Frank (Dr.). THE ANATOMY OF A RIOT: BUFFALO, 1967. Buffalo: University Press, 1968. $1.95

   A collection of formal records, news reports, eyewitness accounts of residents and police officers, and interviews giving interpretations and attitudes of residents not directly involved in the riot in Buffalo in 1967. It describes the feelings of those who were directly involved, striving to interpret the occurrences. The focus is not so much on the incidents themselves as on the feelings, emotions, and points of view of the individuals who were involved.

6. Clark, Kenneth Bancroft. THE NEGRO PROTEST. Malcolm X, James Baldwin, and Martin Luther King talk to K. B. Clark. Boston: Beacon Press. 1963. $2.50

   Interviews recorded for a television program entitled "The Negro and the American Promise" which was produced for NET-TV during 1963. It shows the thinking of Malcolm X, Baldwin, and the early thinking of King, just as he was emerging as a notable leader following the Birmingham demonstrations. See also DARK GHETTO: A DILEMMA OF SOCIAL POWER by Clark.

7. Dawson, Helaine S. ON THE OUTSKIRTS OF HOPE. New York: McGraw-Hill Book Company. 1968. $5.95

   The first guide exclusively in the field of business education on how to break the ice, how to communicate with young people who have never been given a real chance. It explains why disadvantaged youth feel that authority is synonymous with abuse and why they have had their fill of teachers. The experiences presented are based upon first-hand contact with 200 young people over a three-year period in an MDTA program. It shows how students' short spans of attention, restlessness, and inability to hear can be changed when they are listened to and not condemned for deviant behavior.

8. DuBois, W. E. Burghardt. BLACK FOLK THEN AND NOW. New York: Henry Holt and Company. 1939. (Out of print)

   Though it is hard to locate and its accuracy is questionable in some areas in the light of contemporary knowledge, this is an important book because of its authorship and because it is one of the earliest examples of black awareness of black history. DuBois is a black hero, and his writing is widely read and respected. A book with charisma.

9. Ginzberg, Eli. THE NEGRO CHALLENGE TO THE BUSINESS COMMUNITY. New York: McGraw-Hill Book Company. 1964. $4.95, $1.65

   Highlights of a conference held at Arden House under the auspices of the Executive Program of the Graduate School of Business, Columbia University. The primary object of the conference was educational, and many corporations sent representatives to learn the aspirations and actions of Negroes as they seek to participate more fully in the economy and society. The participants discussed informally the complex facets of the problem and exchanged information and opinions about the ways in which business might contribute to constructive solutions.

10. Goodlad, John I. and Robert H. Anderson. THE NON-GRADED ELEMENTARY SCHOOL. Revised Edition. New York: Harcourt, Brace and World, Inc. 1963. $5.95, $3.25

    A book by one of the most authoritative leaders of the contemporary reform movement in education. His research and proposals have great relevance for the education of the disadvantaged.

11. Gowan, J. C. and George D. Demos. THE DISADVANTAGED AND POTENTIAL DROPOUT. COMPENSATORY EDUCATIONAL PROGRAMS. A BOOK OF READINGS. Springfield, Illinois: Charles C. Thomas. 1966. $18.50

A fat book of current and authoritative readings on subjects germane to an understanding of the disadvantaged and their educational problems.

12. Harrington, Michael. THE OTHER AMERICA. Baltimore: Penguin Books. 1962. $4.95, 95 cents

An early classic that revealed the existence of the "invisible poor." It vividly paints a picture of the socioeconomic contrasts in our nation.

13. Hawkes, Glen R. and Joel Frost, ed. THE DISADVANTAGED CHILD. New York: Houghton Mifflin Company. 1966. $4.95

A compilation of readings about the characteristics and education of children from culturally deprived homes. These articles have been gathered from many sources and carefully analyzed. Both research reports and opinion articles are included to aid the reader in his development of sound educational programs and practices.

14. Hentoff, Nat. OUR CHILDREN ARE DYING. New York: Viking Press. 1966. $4.00, $1.35

The story of a remarkable principal of a completely black ghetto school in Harlem. Whites can gain empathy for children in the poverty syndrome vicariously through the experiences of this man. This book has value as a sensitivity learning medium.

15. Kozol, Jonathan. DEATH AT AN EARLY AGE. Boston: Houghton Mifflin Co. 1967. (Bantam Books) 95 cents

A disturbing and important book documenting the part the schools play in the psychological destruction of Negro children. It is important to the understanding of how poorly equipped Negro children come to the schools to succeed in "the system."

16. Kvaraceus, William C. ed. NEGRO SELF-CONCEPT: IMPLICATIONS FOR SCHOOL AND CITIZENSHIP. New York: McGraw-Hill Book Company. 1965. $4.95, $2.45

The report of a conference sponsored by the Lincoln Fileme Center for Citizenship and Public Affairs. It explains the consequences of a low or negative self-concept in disadvantaged youth. Multiple ways are suggested for the school to give more help than it is now giving through its total program and its potential community relationships.

17. Mager, Robert. PREPARING INSTRUCTIONAL OBJECTIVES. (Previously published as PREPARING OBJECTIVES FOR PROGRAMMED INSTRUCTION) Palo Alto: Fearon Publishers, Inc. 1962. $1.75

    A guide to the selection of criteria for answering the questions which must be asked in developing instructional objectives: (1) What is it that we must teach? (2) What materials and procedures will work best to teach what we wish to teach? (3) How will we know when we have taught it?

18. Miller, Herman P. POVERTY AMERICAN STYLE. Belmont, California: Wadsworth Publishing Co., Inc. 1966. $4.50

    A book of brief but powerful readings on: Historical perspectives; Perspectives from four disciplines (Economics, Anthropology, Sociology, Psychology); Counting up the poor; How the poor get along; Conventional programs to combat poverty; The great society's program--breaking the chain; Other solutions--a peek into the poverty toolbag.

19. Riessman, Frank. THE CULTURALLY DEPRIVED CHILD. New York: Harper and Row. 1962. $3.95

    A definitive treatment of the problem. This is one of the first books to differentiate cultural deprivation from pure economic need.

20. Ross, Arthur M. and Herbert Hill, ed. EMPLOYMENT, RACE, AND POVERTY. New York: Harcourt, Brace and World, Inc. 1967. $7.50, $3.95

    One of the books emerging from a four-year program of research and conferences on the general subject of Unemployment and the American Economy underwritten in part by the Ford Foundation. This volume deals with the economic disabilities of Negro workers and the stakes and possibilities involved in economic integration. It is loaded with statistics and the interpretation of these statistics in very broad terms so far as causes and effects. Remedies for undesirable practices are proposed.

21. Winder, Alvin A. and David L. Angus. ADOLESCENCE: CONTEMPORARY STUDIES. New York: American Book Company. 1968. $4.50

    An attempt to bring together the best contemporary work on the dynamics of adolescence in this society. Parts II and III are essays which discuss ways in which family, school, peer group, employment, and sociopolitical relationships are experienced, first by adolescents from dominant social strata, and second, by young people whose socialization has occurred largely outside the American mainstream--those often referred to as disadvantaged youth.

22. THE WORLD OF TROUBLED YOUTH. THE VICIOUS CIRCLE, Part I. Center for Research on Utilization of Scientific Knowledge. Reading, Massachusetts: Addison-Wesley Publishing Co. 1966. Records and Discussion Manuals. $29.95

    Four recordings of human relations situations involving kids in trouble, including a recorded group discussion by teen-agers of their problems. Discussion manuals are provided for a group leader and for participants. Use probably requires skillful leadership.

RECOMMENDED BUT NOT INCLUDED IN BASIC BUDGETS

Miller, Harry L. EDUCATION FOR THE DISADVANTAGED. New York: The Free Press. 1967

A comprehensive study consisting of articles by leaders in the field. Discusses such topics as curriculum, testing, and social and psychological influences in dealing with the disadvantaged youth. Recommended, but subject covered by other selections.

Pearl, Arthur and Frank Riessman. NEW CAREERS FOR THE POOR. New York: The Free Press. 1965

A new concept which proposes that human service occupations can be re-organized to produce better by allowing disadvantaged, undereducated people to perform useful work at new entry-line jobs, with training and education built in to allow advancement in the organizational structure. Recommended, if appropriate to present curriculum.

INVESTIGATING NEW TEACHING METHODS AND CURRENT SUPPLEMENTARY TEXTBOOK MATERIALS

The ultimate objective of any inservice program is improved teaching. Therefore, an essential component of the total system is familiarizing the teacher with current materials describing innovative teaching methods and a variety of supplementary textbooks, especially those aimed at the problems of the disadvantaged. The following bibliography was gleaned from sources outside the usual periphery of the business educator.

The supervisor should be alert to all opportunities for securing information about such materials, which often cross subject lines, and should keep his list in constant repair.

MATERIALS FOR IMPROVEMENT OF TEACHING THE DISADVANTAGED

Andrews, Margaret, "Business Education Helps the Disadvantaged Student," BUSINESS TEACHER, January-February, 1968, pp. 8-9.

A discussion of curriculum organization which considers longer training and broader training concepts.

Barton, Sister Ann Xavier, "Modular Scheduling in the Business Department," THE JOURNAL OF BUSINESS EDUCATION, April, 1968, p. 306.

Burchill, George W., WORK-STUDY PROGRAMS FOR ALIENATED YOUTH. Chicago: Science Research Associates. 1962.

A casebook describing nine work-study programs for secondary students. Eight schools explain special programs for certain youngsters to prevent them from becoming alienated from society.

Business Education Association of Metropolitan New York, THE EXPANDING ROLE OF THE BUSINESS TEACHER, 27th Yearbook, 1967-68. Hannibal, Missouri: American Yearbook Company. 1968.

A good section on involvement in the community.

Business Education Service, SUGGESTED NEW CURRICULUM PATTERNS FOR OFFICE OCCUPATIONS EDUCATION. Richmond, Virginia: State Department of Education. 1968.

A section on "Suggested Curriculum Patterns for Youth with Special Needs" covers areas such as clerk, office cashier, and keypunch operator.

Dolmatch, Theodore B., THE CULTURALLY DISADVANTAGED AND BUSINESS EDUCATION. El Dorado Beach, California: California Education Association. 1967.

Areas in which business education is failing to meet the needs of the disadvantaged; suggestions for improvement.

Edgar, Robert and Helen Storen, LEARNING TO TEACH IN DIFFICULT SCHOOLS. New York: Department of Education, Queens College. March, 1963.

What to look for in a disadvantaged community.

Griffitts, Horace F., "Vocational Office Education--Developing a Block Program," THE JOURNAL OF BUSINESS EDUCATION, April, 1968, pp. 278-280.

The flexibility inherent in the block program and its significant contribution to the maturation of vocational competency.

Hartford, Connecticut, Public School System, HINTS FOR REGULAR CLASSROOM TEACHERS AND SPECIAL TEACHERS HAVING NON-ENGLISH STUDENTS. 1967.

How the non-English speaking student is placed in a special class or near his own grade level as much as possible until he has reached a comfortable level of communication and comprehension.

Hartford, Connecticut, Public School System, SELF-CONCEPT AND LEARNING CHARACTERISTICS FOR THE DISADVANTAGED. 1968.

Analysis of learning styles, response patterns, and preference of the disadvantaged student with recommendations on how to strengthen or foster a more positive self-image. This study impelled a massive restructuring of the science and English curriculums in this system.

Henderson, Judith E. and Ted W. Ward, LEARNING SYSTEM INSTITUTE, College of Education, Michigan State University, East Lansing, Michigan, February, 1967.

Innovations in teacher education programs to prepare school personnel to work more effectively with disadvantaged students.

Herman, Melvin and Stanley Sadofsky, YOUTH WORK PROGRAMS--PROBLEMS OF PLANNING AND OPERATION. New York: New York University Press. 1966.

Work programs which include training disadvantaged youth, job development and placement, and launching the work program.

Hoffman, Kenneth E. and Vivian E. Neal, VOCATIONAL-TECHNICAL TEACHER EDUCATION; NATIONAL SEMINAR PROCEEDINGS, Center for Vocational and Technical Education of the Ohio State University, Columbus, Ohio, February, 1968.

Discussions on the latest trends in vocational teacher education. A special section on contributions of behavioral sciences to teacher education is significant to the teacher of the disadvantaged student.

Inman, Thomas H., "Educating Teachers for the Disadvantaged," THE JOURNAL OF BUSINESS EDUCATION, April, 1968, p. 268.

A good straightforward article to the teacher of the disadvantaged student. The requirements, both personal and educational, are brought to the front with some do's and don'ts.

McClellan, H. C., "Business and the Watts Story," NAM REPORTS, April 17, 1967.

A major training program to rehabilitate Negroes who are seeking satisfying employment.

McKitrick, Max O., "Videotape Micro-Teaching for Preparing Shorthand Teachers," JOURNAL OF BUSINESS EDUCATION, April, 1968, p. 285.

Results of an experiment using the videotape recorder to help shorthand methods students become better equipped for their directed teaching experiences.

McMenemy, Richard A. and Wayne Otto, CORRECTIVE AND REMEDIAL TEACHING PRINCIPLES AND PRACTICES. New York: Houghton Mifflin Co., 1966.

Stress on problems associated with working with underachievers. It includes techniques and materials, suggested rationale for approach to problems, and orientation to remedial teaching.

Reed, Jack C. and Lucille E. Wright, IN-SERVICE EDUCATION OF OFFICE OCCUPATIONS TEACHER COORDINATORS, University of Northern Iowa, Cedar Falls, Iowa, 1968.

Fundamentals of effective instruction in cooperative office occupations programs.

Research Council of the Great Cities Program for School Improvement, STATUS REPORT, 1967, Chicago, Illinois.

Insight into new programs for urban school districts being worked out through the Great Cities Program.

BOOKS ESPECIALLY DESIGNED FOR HELPING THE DISADVANTAGED LEARNER

BASIC EDUCATION

ENGLISH 2200 (least advanced), ENGLISH 2600 (moderate in difficulty) and ENGLISH 3200 (most advanced). New York: Harcourt, Brace and World. 1962.

Carefully graduated programmed instruction covering all writing skills. Ideal for the student needing individualized assignments.

Brice, Edward W., ARITHMETIC. New York: Holt, Rinehart and Winston, Inc. 1963.

Paperback offering tutor-type assistance to business students whose arithmetic skills need improvement.

Fegan, Patricia, SPELLING IMPROVEMENT, A PROGRAM FOR SELF-INSTRUCTION. New York: McGraw-Hill Book Company. 1964.

For the student who needs individualized assignments.

Hamburger, Edward, A BUSINESS DICTIONARY. Englewood Cliffs: Prentice-Hall, Inc. 1967.

A listing of representative terms used in various phases of business.

Toyer, Aurellia, GET YOUR MONEY'S WORTH. New York: Holt, Rinehart and Winston, Inc. 1965.

Written in realistic terms to offer youth from the disadvantaged area such topics as tips on how to save; planning a move; and using charge accounts.

West, Leonard J., 300 COMMAS. New York: McGraw-Hill Book Company. 1964.

A programmed paperback for individualized study by the student in the business curriculum who lacks accuracy in punctuation.

BEAUTY, PERSONALITY, HEALTH, AND SAFETY

Andrews, Margaret E., ABOUT HER. New York: McGraw-Hill Book Company. 1968.

An introduction to such things as behavior, grooming, and goals as girls prepare for the world of business.

Andrews, Margaret E., ABOUT HIM. New York: McGraw-Hill Book Company. 1968.

An introduction to such things as behavior, grooming, and goals as the boy prepares for the business world.

Jenkins, Gladys Gardner and Helen Shacter, TEENAGERS - A BASIC HEALTH AND SAFETY TEXT. Chicago: Scott Foresman Company. 1962.

Designed for readers from low-income communities whose health and safety habits are notoriously bad. Format would attract the usual nonreader, or the book could be used as a text in a special unit.

Tolman, Ruth, CHARM AND POISE FOR GETTING AHEAD. New York: Milady Publishing Company. 1967.

A simple book with eye appeal.

___________ THE INSTRUCTOR'S MANUAL.

A well-rounded, though necessarily somewhat abbreviated, course for complete personal improvement.

SUCCESS INSURANCE IN A MAN'S WORLD - AN ORIENTATION BOOKLET; SUCCESS INSURANCE - AN ORIENTATION BOOKLET DESIGNED TO INTRODUCE A GIRL TO OUR CHARM COURSE AND TO SET GROOMING STANDARDS FOR OUR STUDENTS. New York: Milady Publishing Company. 1965.

Inexpensive paperbacks with unusually attractive format.

Uggams, Leslie, THE LESLIE UGGAMS BEAUTY BOOK. Englewood Cliffs: Prentice-Hall, Inc. 1966.

Tips on grooming and personality development by a Negro glamour figure who can influence the Negro teen-ager.

VOCATIONAL

Beaumont, John A. and Kathleen Langan, YOUR JOB IN DISTRIBUTION. New York: McGraw-Hill Book Company. 1968.

A cross-section of new jobs in distribution, making this book a must for those teaching the disadvantaged.

Clark, Esmer Kudson and Herbert Potell, ADVENTURES IN LIVING. New York: Harcourt Brace and World, Inc. 1962.

Section Six of this book, "Exploring Careers," offers reading material for the disadvantaged who want inspiration to reach a career objective.

Cooper, William M. and Vivian C. Ewing, HOW TO GET ALONG ON THE JOB. New York: Holt, Rinehart and Winston, Inc. 1966.

Each chapter, about a real job situation, offers insights into skills needed and attitudes that must be formed.

Goldberg, Herman and Winifred Brumber, THE JOB AHEAD, NEW ROCHESTER OCCUPATIONAL READING SERIES. Chicago: Science Research Associates. 1966.

Readers whose appeal is to adults. Can be suggested to students who have never read extensively.

McGraw-Hill Book Company, WHAT JOB FOR ME? New York. 1967.

A series of books to help young people find out more about such jobs as clerk, television repairman, retail salesman, and draftsman.

Minnesota Mining and Manufacturing Company, 3M REALITY TRAINING CONCEPT NO. 1--CLERK TYPIST. St. Paul, Minnesota. 1968.

This material offers 17 units of instruction through visual aids in dealing with clerk-typist jobs. It gets away from the ivory tower and firmly enters the business office with all its problems and opportunities. Other programs cover instruction for other jobs.

National Association of Manufacturers, HOW TO GET A JOB. Reading, Massachusetts: Addison-Wesley Company. 1966.

Such topics as self-evaluation, appearance, and the application form.

DEVELOPING COMMUNITY AWARENESS THROUGH FILMS

Showing a film is not a substitute for planning a good inservice meeting or any other program. It can, however, be used as an integral part of a complete program if it is previewed and plans are made to use only relevant portions, which are tied into a total concept.

PLANNING YOUR FILM PROGRAM

These points may be helpful when planning your film program:

What is the type of audience for whom the film is planned?

What are the purposes of the meeting?

How is the film expected to help achieve these purposes?

How much time is allowed for introducing the film and discussing it after the showing?

SUGGESTIONS ON FILM SELECTION

Ask yourself the following questions about the film after you preview it:

Is it relevant to the topic of the meeting?

Does it fit our group's interests?

Does it fit our specific needs?

Does it do something unique and significant?

HOW TO SHOW FILMS

Preview the film. Develop questions to determine whether the group already has the information and viewpoint presented.

Give a brief introduction to the film.

Encourage the group to develop questions as to what they would like to learn from the film; or indicate to a class of students what to look for. Viewers could jot down questions during the showing.

Conduct a post-film discussion based on insights gained and a plan for action.

Relate the film to other experiences and media to expand the scope and depth of the total program.

CHILDREN WITHOUT 30 min. b/w 1963

Filmed in Franklin Elementary School, Detroit, Michigan. Shows the changes in schools during the last five years in utilizing psychologists, sociologists, counselors, etc. as assistants to classroom teachers; depicts home environment and need for the school to be concerned with the home environment

Distributor: Modern Talking Picture Service, Inc.; Concourse Shop #7; 10 Rockefeller Plaza; New York, New York.

Use for: Department meetings, inservice meetings, PTA

Purpose: To show teachers what good counseling can do; what the parent can do to help the child.

How to Use: Stimulate group discussion during department meetings to help teachers become aware of students' problems with the result that teachers will have compassion for deprived children.

Show film in PTA meetings to make parents aware of important part they play in the educational process. List on chalkboard problems shown in the film and ways parents can help improve conditions at home. Stress importance of regular meals and nutrition.

THE DROPOUT - PART I 25 min. b/w 1961

Portrays the background of the child--economic and social failures. Good illustration that there are many types of disadvantaged children from elementary school through high school; importance of extracurricular activities stressed.

Distributor: NET Film Service; University of Indiana; Bloomington, Indiana

Use for: Joint meeting of teachers, guidance counselors, and PTA

Purpose: To show that dropping out does not happen overnight and that the home environment is an important factor in determining child's success in school.

How to Use: Encourage parents to discuss why students they know have dropped out and what they think we can do as educators to prevent future dropouts.

MORE DIFFERENT THAN ALIKE 20 min. b/w 1968

Helpmobile program to show teachers what is being done in different schools throughout the country; individualized learning center shown and discussed; no integrated activity.

Distributor: National Commission on Teacher Education and Professional Standards; National Education Association; 1201 - 16th Street, NW, Washington, D.C.

Use for: Inservice teacher groups

Purpose: To make teachers aware of effectiveness of learning centers for all children.

How to Use: Inservice training sessions so teachers can adapt some of the machines for classroom use if no learning center is available.

A MORNING FOR JIMMY 28 min. b/w 1961

The story of a young Negro boy who encounters racial discrimination while seeking a part-time job. Depicts the family of the black child and its feelings about education and the opportunities for the Negro. Later he understands that with proper education and training, he, too, can find his proper place.

Distributor: National Urban League Association; Associated Film Centers, 600 Grand Avenue, Ridgefield, New Jersey

Use for: Students, especially Negro; Guidance Counselors; Teachers

Purpose: To raise the level of aspirations of the disadvantaged child; to make counselors and teachers aware that Negroes do attain success in the professional and business world. To encourage teachers to invite successful Negroes in business as guest speakers in their classrooms.

How to Use: Counselors invite successful Negroes to address students in group counseling meetings. Utilize community organizations to prepare a list of available Negro speakers.

MY NAME IS CHILDREN 30 min. each b/w 1968

Part I - Integrated elementary school in Ft. Lauderdale, Florida; use of flexible teaching techniques, breaking away from traditional methods; self-expression of students; individualized instruction.

Part II - Gets children involved to help them develop ideas; uses the tools of reading and mathematics to help them develop ideas; stresses the more things students do, the more they are involved in learning; deals with new innovations and new equipment.

Distributor: NET Film Service; University of Indiana; Bloomington, Indiana

Use for: Inservice teachers

Purpose: To show teachers the various methods of involvement through which students learn better. To encourage the use of flexible teaching methods, breaking away from traditional methods.

How to Use: Teachers discuss various teaching methods used in this film and relate these methods to business education in innovative ways.

PORTRAIT OF THE INNER CITY SCHOOL: A PLACE TO LEARN

19 min. b/w 1965

School can be a place for the inner-city child to learn and grow toward maturity or a place of confinement where the child is forced into failure and frustration; teacher difficulties and frustrations.

Distributor: McGraw-Hill Company; Text-Film Division; 330 West 42 Street, New York, New York

Use for: Any Teacher Group

Purpose: To make teachers aware that understanding the child's background is necessary and that the school must become his home.

How to Use: Discuss the negative aspects that cause classroom difficulties. Discuss the ways we might convert these negatives through the use of better classroom techniques. Use as a motivating device for securing participation in clinical experiences and enlisting interest in developing cocurricular activities that fill the void.

THE QUIET REVOLUTION

30 min. color 1968

The use of parents as paraprofessional aids for the teacher.

Distributor: National Commission on Teacher Education and Professional Standards; National Education Association; 1201 - 16th St., NW, Washington, D.C.

Use for: Parents and teachers

Purpose: To encourage parents to volunteer as aides in the classroom.

How to Use: Ask the question--What services were rendered to school children by parents? What talents can we find among this group? What will you offer to do? How can a teacher better utilize the services of an aide?

THE ROAD AHEAD

28 min. b/w 1966

A dramatization of the problems that both a Negro and a white youth face in looking for employment after automation has taken their jobs. Points out that the high school graduate, a Negro, finds an interesting job with a future while the high school dropout learns that job opportunities are scarce.

Distributor: National Urban League Association; Associated Films; 600 Grand Avenue, Ridgefield, New Jersey

Use for: Students in group guidance session, inservice teachers, PTA

Purpose: To impress on parents and students the importance of a high school education. To stress the lack of opportunities for employment for the dropout. The need for students and parents to understand better the value of an education in an automated world.

How to Use: Show film in classroom and discuss why former classmates have dropped out of school and what they are now doing. Stress opportunities available in the business world for the high school graduate to become self-sufficient by getting a better entry job and by advancing in it.

TEACHING THE ONE AND THE MANY 28 min. color 1968

A new design for rural and city schools; development of a learning center and how to use it; emphasizes software and the use of machines rather than the machines themselves; creative techniques which provide for individual learning differences.

Distributor: National Commission on Teacher Education and Professional Standards; National Education Association; 1201 - 16th St., NW,
Washington, D.C. 20036

Use for: Inservice or preservice teachers

Purpose: To acquaint teachers with teaching aids available to enrich the learning process and to encourage their use.

How to Use: Demonstrate use of these machines and their adaptation for the business classroom. Give the teachers lists of aids in individual schools that could be made available for their use.

THE WAY IT IS - Parts I and II 30 min. each b/w 1967

Part I - Ghetto schools in New York City. Special project with New York University working with a junior high school in Bedford-Stuyvesant section of Brooklyn. Shows the picture of "hell" in the classrooms and the problems of the teachers.

Distributor: NET Film Service; University of Indiana; Bloomington, Indiana

Use for: Inservice teachers

Purpose: To make teachers aware of the many frustrating problems in ghetto schools. To instill in them the importance of establishing rapport with their own students to prevent like situations.

Plan 1: The supervisor uses the following questions in discussing the film:

		Time for Discussion
1.	Do you really believe this is THE WAY IT IS?	1-2 min.
2.	What did you think about the percentages mentioned--only 12 white children? How does this compare with your schools?	2-3 min.
3.	The Cluster Group from NYU was responsible for this experimental program. Do you have similar programs in your schools?	1-2 min.
4.	The frustrations of the teachers were obvious. Have you ever had similar experiences?	1-2 min.
5.	Because the students in business classes are more mature, do you feel that we overcome some of the problems shown here?	2-3 min.
6.	Do you ever have chaos in your classes? What do you think prevents chaos in the classroom?	3-5 min.
7.	One of the teachers was from a disadvantaged home. Do you think this is an important factor in teaching the disadvantaged?	2-3 min.
8.	What do you think is the most important personality trait for a teacher of the disadvantaged?	3-4 min.
9.	What did you think about the comments of the children? Did you notice that they liked strict teachers, teachers who "did not let you get away with anything"? Why do you think this is important to these children? How are you strict?	5-7 min.
10.	What are the problems you experience within your own school regarding curriculum changes? When the teacher mentioned that his aim was not on the board, do you agree that this hampered his teaching of these children?	3-4 min.
11.	How can a teacher with middle-class background succeed in the ghetto school?	3-4 min.
12.	What suggestions could we arrive at today for improving the situation?	5-7 min.
13.	What other innovations could you suggest to alleviate the problems seen in this film? role playing field trips speakers films other	5-10 min.

Plan 2: The teachers form buzz sessions to develop a viable plan for improving the classroom situation, possibly using the same questions. Each committee reports its play orally.

Part II - Deals with solutions, the cluster group in reading classes, small groups, teachers learning from the students what their lives are like outside of school, parents and teachers working together, trying to involve the community in the school situation. Shows the need for different curriculum for these students, smaller classes, teacher aides, additional personnel. Shows the trouble with the bureaucracy in the New York City schools.

Use for: Same as Part I. Compare the synthesized solutions of the group with those suggested in the film.

WHEN I'M OLD ENOUGH--GOODBYE 30 min. b/w 1962

Portrays the typical dropout and his frustrations from going from job to job.

Distributor: Louis DeRochemont Association; 380 Madison Avenue, New York, New York 10017

Use for: Students

Purpose: To emphasize the importance of having a salable skill in order to obtain a job with promotional opportunities.

How to Use: Discuss job opportunities in your area.
Have a representative from the state employment service explain job opportunities and their requirements.
Have representatives from business explain occupational opportunities in their field.
Plan a Job Fair involving teachers and guidance counselors.
Have a group interview with a recent employee.

YOUR COMMUNITY IS A CLASSROOM 28 min. color 1968

Encourages the use of people and resources in the community in your classroom; workshops set up by local colleges and businessmen; aids and projects; film deals with various field trips for teachers to explore community resources.

Distributor: Capital Film Services; 1001 Terminal Road, Lansing, Michigan 48906

Use for: Inservice teacher groups

Purpose: To encourage teachers to bring the community into their classrooms; to promote use of speakers, field trips, and educational materials prepared by industry.

How to Use: Supervisors will arrange field trips for teachers into industries in the community. Field trips for students should follow as a natural outcome. Students discuss what they have observed.

FILMS RECOMMENDED TO THE COMMITTEE BUT NOT REVIEWED

THE EXILES 77 min.

Dramatizes life of American Indians in the slums of Los Angeles, showing them as people whose culture has been destroyed who have not yet learned new standards.

Distributor: Contemporary Films; 267 W. 25 Street, New York,
New York 10001

HISTORY OF THE NEGRO IN AMERICA 3 Parts b/w

Part 1 - OUT OF SLAVERY, 1619-1860 20 min.
Follows history of Negro from promise of equality set forth in Declaration of Independence through growth of slavery to eve of Civil War. Describes everyday life.

Part 2 - CIVIL WAR AND RECONSTRUCTION, 1861-1877 19 min.
Labels slavery and political struggle as basic causes of Civil War. Describes Negro's fight for his freedom and reforms of reconstruction in 1877 overthrow.

Part 3 - FREEDOM MOVEMENT, 1877 - Today 21 min.
Studies Negro sharecropper's tenant-farmer existence. Describes his migration to North and West. Considers his involvement in two World Wars and in later civil rights battle on the home front.

Distributor: McGraw-Hill Company; Text-Film Division; 330 West 42 Street,
New York, New York

MARKED FOR FAILURE 55 min. b/w 1965

Focuses on the problem facing both educators and children in American slum schools and illuminates the reason why these children, mostly Negro, are kept out of the cultural and economic mainstream of society.

Distributor: NET Film Service; University of Indiana; Bloomington,
Indiana

NO HIDING PLACE 57 min. b/w 1963

Dramatizes the story of a Negro family moving into an all-white northern suburban community and examines neighborhood reaction and the activities of "block busters."

Distributor: Carousel (East Side/West Side TV Series) 1501 Broadway,
New York, New York 11036

WALK IN MY SHOES 54 min. 1963

Negro leaders of different persuasions and representative individuals talk frankly on the Negro view of the "color problem."

Distributor: McGraw-Hill Company; Text-Film Division; 330 West 42 Street,
New York, New York

WHY DO YOU KILL? 52 min. 1964

Story of a young Negro couple living in Harlem faced with anti-Negro job prejudices, frustrations, and bitterness.

Distributor: Columbia Broadcasting System; 485 Madison Avenue,
New York, New York

WILLIE CATCHES ON 23 min. 1962

Demonstrates how discrimination is developed in an Indian child who, by the time he reaches adulthood, is easily able to adjust to a two-faced world.

Distributor: National Film Bank of Canada; 680 Fifth Avenue,
New York, New York 10019

SUGGESTIONS FOR INSERVICE PROGRAMS UTILIZING MANY-FACET MATERIALS

In any inservice program, each supervisor faces different realities of time, funding, teacher attitudes, and contractual arrangements. The format will vary to make the pattern fit the cloth. Common elements, though, will be found in all programs, and the same basic outline of procedures to be followed will apply.

I. Preplan. (The most important aspect)

  A. Establish criteria for selection of teacher participants.

  B. Organize library. (See suggested bibliographies. More teachers will read if materials are available in the meeting room.)

  C. Order films. (See Filmography).

  D. Contact community agencies following suggestions in "Developing Community Awareness through Clinical Experiences" (page 11) to get advice on securing ideas for both clinical experiences and speakers.

II. Hold Inservice Program.

  A. Hold orientation meeting. Involve teachers in planning, so that they can read what they are most concerned about, can visit agencies which will be most helpful to them, can participate in and conduct discussions.

  B. Tailor each program to include the total system: clinical experiences, discussions led by teachers, insights gained from mass media, films, books, and magazines.

  C. Relate insights gained to changes in teaching methods, changes in curriculum, and increased cooperation with the home and community, realizing that the school is only one of the educational forces in the student's life.

  D. Implement innovative ideas in the classroom throughout the course, evaluating their effectiveness.

III. Evaluate.

  A. Determine whether the program really changed the teacher's perceptions of his students' environment.

  B. Determine whether the changed perceptions are reflected in changed methodology.

IV. Relate the program to long-range objectives.

  A model developed by one committee in the workshop is reproduced below because it illustrates how a supervisor can mesh all types of materials recommended.

A MODEL INSERVICE WORKSHOP FOR BUSINESS TEACHERS OF DISADVANTAGED STUDENTS

OBJECTIVES: To help teachers change negative attitudes about disadvantaged students
To compile effective teaching techniques for use with disadvantaged students

FORMAT: Ten sessions of two hours each

MEMBERS: Ratio of 25:1 teachers to supervisors. Teachers should be drawn from area schools

- -

SESSION 1 - ORIENTATION

Pretest: The supervisor presents a list of statements containing stereotypes for teacher reactions. Statements should include about twenty social, economic, cultural characteristics sometimes attributed to minority groups.

People on welfare don't know how to manage money. ___Agree ___Disagree
All disadvantaged students are from minority groups. ___Agree ___Disagree

The supervisor collects unsigned pretests, compiles answers, and retains them for comparison with similar reactions distributed at the ninth session.

Activities: 1. Viewing a film which depicts the life and characteristics of disadvantaged students

1st choice - The Way It Is - Part I
2nd choice - Portrait of Inner City Schools
3rd choice - Children Without (Time: 30 minutes)

2. Do A or B:

A. Guest speaker: a sociologist to elaborate on the film, relating it to the community in which the teachers teach, relating it to the responsibilities of teachers, summarizing characteristics of the prevailing community ethnic group.
B. The supervisor conducts a buzz-session discussion of the film to obtain suggestions for specific activities in which teachers might engage to gain insights into the problems of disadvantaged students. (See Filmography for discussion outline.)

Homework: Distribute list of suggested clinical experiences and ask teachers to select by next meeting from this list or own resources two activities they might like to engage in. They are to be prepared to explain the reasons for the selection, based on needs and interests of each teacher in broadening his understanding of problems of the disadvantaged.

SESSION 2 - PREPARATION FOR CLINICAL EXPERIENCES

Discussion: The supervisor follows this guideline for discussion:

Why were the specific activities chosen?
What are the values that could be gained from these activities in each teacher's situation?
How does each teacher think he would relate them to his teaching experience?

Activities: 1. Teachers form committees according to the grouping into which their chosen clinical experience falls (i.e., orientation, interview, agency, or optional as needed and available). The supervisor distributes a sample report of a clinical experience (suggestion: MEND, No. 10), with the right side blank. Each committee adapts the model and checksheets to its own needs.

2. The supervisor distributes the bibliography, "Developing Community Awareness through Reading." Each committee prepares a preliminary suggested reading list that relates to its proposed clinical experience.

3. Committees discuss their outlines with the total group and compare.

Assignment: Do 1 or 2.

1. Engage in one clinical experience, write it according to model, and duplicate for distribution.

2. Engage in one clinical experience during the next session.

SESSION 3 - CLINICAL EXPERIENCE (if 2 above was chosen)

SESSION 4 - EVALUATION OF CLINICAL EXPERIENCES

1. Teachers present clinical experiences by (a) distributing duplicated reports and (b) telling orally insights gained (amplification of written report).

2. Group interacts to reports.

3. Teachers form small discussion groups which develop proposals for modifications in teaching based on insights gained.

Supervisor distributes copies of "Investigating New Teaching Methods and Current Supplementary Textbooks" and "Developing Classroom Resources Which Present an Image of the Business Leader from Minority Groups."

Assignment: Attempt to use insights gained in your own classroom before next session, listing techniques actually used to modify usual teaching pattern.

Prepare 5-10 minute teaching demonstration using one of the techniques you listed as being useful in improving instruction of the disadvantaged.

Advance Assignment: Due at Session 7. Prepare for a panel presentation and discussion on one of the following topics: (No more than five members on a panel):

1. Psychological problems of the disadvantaged (specific examples of how teacher would use these understandings in teaching).

2. Sociological problems of the disadvantaged (specific examples of applications to teaching).

3. Contemporary Negro (or other minority) leaders in business and discussion of value of understanding the successes (application to teaching: bulletin board, career days, heritage day, lessons in specific classes).

4. Aspirations of minority groups (specific examples of how this understanding will affect teaching).

5. Other

SESSION 5 - TEACHER DEMONSTRATIONS OF TECHNIQUES TO BE USED IN BUSINESS CLASSES FOR DISADVANTAGED YOUTH

1. Supervisor distributes questions geared to the usefulness in teacher's own school. Include such items as:
   Can I use this technique in my classes?
   How can I adapt it to my needs?
   Where would I use this technique?

2. Each teacher demonstrates (5-10 minutes).

It is suggested that this meeting be taped and that the supervisor eventually compile techniques to be used in business classes for the disadvantaged and distribute this compilation to business chairmen throughout his district. This, of course, would be done at the end of the inservice course.

Assignment: Use some of these techniques during the next week in your classes. Report orally next time on their effectiveness.

Solicit volunteers to report on one source listed in "Investigating New Teaching Methods and Current Supplementary Textbooks" at Session 6.

SESSION 6 - REPORTS ON INNOVATIVE PROGRAMS

1. The group discusses the effectiveness of new techniques tried during the week.

2. Supervisor highlights elements of innovative and experimental programs in BOOST.

3. Teachers report other programs from the reading for which they volunteered.

SESSION 7 - DISCUSSIONS OF READINGS ASSIGNED IN SESSION 4

1. Teachers form committees centered around topics assigned and report briefly on the topics in panel discussions.

2. The assigned recorder prepares a report of the problems discussed.

3. Question-and-answer period follows.

The supervisor selects a moderator for next week's panel, Community Image: Needs and Aspirations of the Disadvantaged.

Assignment: Be prepared to ask pertinent questions of the panel.

SESSION 8 - PANEL PRESENTATION - COMMUNITY IMAGE: NEEDS AND ASPIRATIONS OF THE DISADVANTAGED

Members of the panel include a social worker, a minority group leader from the community, and a guidance counsellor. (Include more than one minority-group member if possible.)

A question-and-answer period will follow the panel presentation. A recorder will take notes and distribute a summary.

SESSION 9 - CURRICULAR CHANGE AND EVALUATION OF CHANGED ATTITUDES OF MEMBERS

1. The supervisor gives the stereotype test again.
2. The group discusses changes.
3. A general discussion highlights specific curricular changes resulting from insights gained.

SESSION 10 - ROLE PLAYING - PROBLEMS IN CHANGING TRADITIONAL CURRICULUMS TO BETTER MEET THE NEEDS OF THE DISADVANTAGED

The objectives of the role play are:

1. To anticipate objections to curriculum change and be prepared to overcome them.
2. To practice the techniques of effecting change as described in The Supervisor as an Agent of Change, page 8.

The participants: a teacher attempting to initiate change in curriculum; a traditional supervisor or principal resisting change in curriculum

1. Role play.
2. Discuss its effectiveness in meeting objections to change.
3. Re-run the role play with the same situation, using a new cast.
4. Summarize the outcomes of the inservice program and evaluate its effectiveness in meeting the objectives set for the program.